DOCUMENT RESUME

ED 419 619 PS 026 540

AUTHOR	Summer, Gail L.; Giovannini, Kathleen
TITLE	My Body. Developing an Early Interest in Science: A Preschool Science Curriculum. (3-Year-Olds).
INSTITUTION	Catawba Science Center, Hickory, NC.
SPONS AGENCY	Appalachian Regional Commission, Washington, DC.
PUB DATE	1995-00-00
NOTE	197p.; For the curriculum guide for "4 year-olds", see PS 026 541. The project was also supported by the Kate B. Reynolds Charitable Trust, the Cannon Foundation, Glaxo Foundation, the North Carolina Math Science Alliance, and Alexander County Head Start.
AVAILABLE FROM	Catawba Science Center, 243 3rd Avenue, NE, Hickory, NC 28601; phone: 828-328-7243; fax: 828-328-7368 ($40, plus 10% handling and shipping; NC residents add 6% sales tax).
PUB TYPE	Guides - Classroom - Teacher (052)
EDRS PRICE	EDRS Price MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Experiential Learning; *Hands On Science; *Human Body; Learning Activities; Learning Centers (Classroom); Preschool Children; *Preschool Curriculum; Preschool Education; Science Activities; *Science Curriculum; *Science Education; Scientific Concepts; Teaching Guides

ABSTRACT

This teaching guide on the body for 3-year-olds is based on a modification of the "Plan, Do, Review" approach to education devised by High Scope in Ypsilanti, Michigan. First implemented as an outreach early childhood program in North Carolina, the science activities described in this guide can be adapted to various early childhood environments. All activities described in the curriculum's sessions are hands-on and manipulative, based on the understanding that young children learn through doing. The six sessions in this guide for 3-year-olds cover: (1) "my body has many parts"; (2) "my body parts do many things"; (3) "my skeleton inside me"; (4) "my body parts inside me"; (5) "doctors help me when I'm sick"; and (6) "I can stay healthy." Each session begins with group time and a story to introduce the science concept for that session. Children are then introduced to all the possible activities for the session. As the activities are explained, materials are placed in learning centers around the room. Children then choose and complete activities in the centers, with adults "floating" from center to center engaging children in questions intended to enhance their understanding. Sessions are completed with a group review time. Resource kits or enrichment activities are included with each session, and masters of patterns that may be needed for enrichment activities are included with the guide, along with lists of suggested books, fingerplays, and songs that infuse science concepts throughout children's day. (EV)

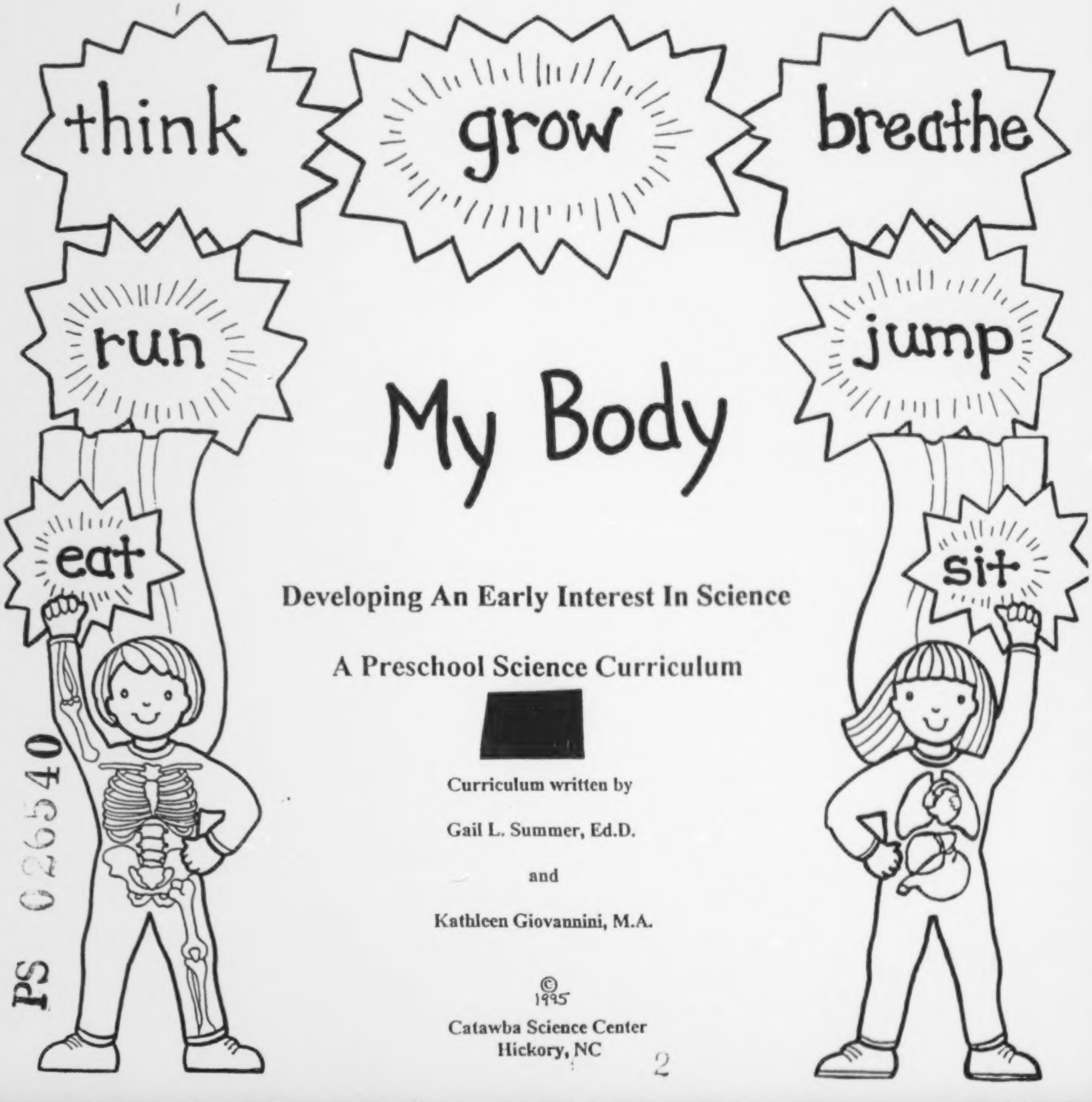
****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 419 619

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☐ This document has been reproduced as received from the person or organization originating it.
☒ Minor changes have been made to improve reproduction quality.
● Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY
Gail L. Summer
Kathryn L. Pattillo Fisher
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

2B



My Body

Developing An Early Interest In Science

A Preschool Science Curriculum

Curriculum written by

Gail L. Summer, Ed.D.

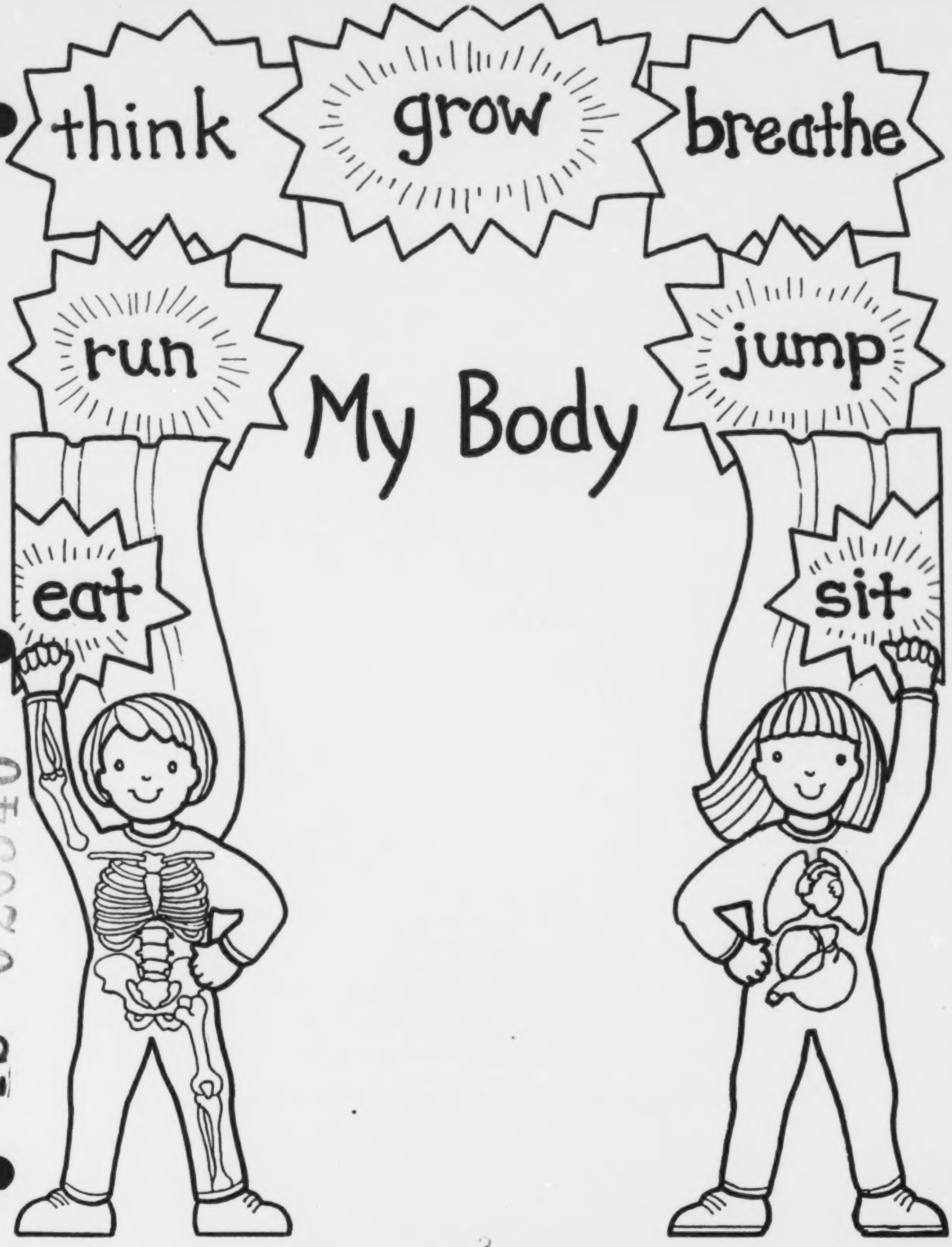
and

Kathleen Giovannini, M.A.

© 1995
Catawba Science Center
Hickory, NC

PS 026540

My Body



PS 026540

Developing An Early Interest In Science

A Preschool Science Curriculum

My Body

Curriculum written by

Gail L. Summer, Ed.D.

and

Kathleen Giovannini, M.A.

©
1995

Catawba Science Center
Hickory, NC

This project was supported by the Kate B. Reynolds Charitable Trust, The Cannon Foundation, The Glaxo Foundation, the North Carolina Math Science Alliance, the Appalachian Region Commission, Alexander County Head Start, and the Catawba Science Center.

Introduction

Philosophy

Developing an Early Interest in Science has been designed to not only develop an early interest in and enthusiasm for science, but also to excite young children about learning and discovering in general. While science is the content, the approach with which that content is presented is crucial to the success of developing an early interest in science and learning.

The young child learns in unique ways. The young child must experience science concepts. Simply talking about scientific concepts doesn't allow the child to understand and therefore attach meaning to the concepts. Perhaps the old Chinese Proverb, "I hear and I forget; I see and I remember; I do and I understand" is a good reminder of how the young child needs to experience the world. Doing is the key.

Given how the young child learns, **Developing an Early Interest in Science** is based on a modification of the Plan, Do, Review approach devised by High Scope in Ypsilanti, Michigan. The Plan, Do, Review approach introduces the concept and choices for the day, then allows each child to "plan" their activities by stating their choices for that day. After each child "plans," each implements his/her plan by "doing," or engaging in the activities selected. While the children are "doing," the teachers are interacting with them, asking questions to further elaborate the learning. After "doing," the children regroup and "review" by sharing what they did while interacting with the activities that day. The purpose of the Plan, Do, Review approach is to allow children control over their learning, while still holding them responsible for what they are learning.

Program Description

Developing an Early Interest in Science has been designed to be an outreach early childhood program. In its original form, a science educator from the Catawba Science Center in Hickory, NC visited child care/early childhood programs on a bi-weekly schedule. With each visit, one session was shared with the children. Teachers in the child care programs participated in training workshops prior to each new unit (units consisted of 4-6 sessions). The purpose of the workshops was for the teachers to make resource activities they used in their classroom after the session and to also gain an understanding of the concepts to be better able to assist the science educator while she was in their classroom.

Replication of the program in its original form is possible, but variations are also possible. The sessions could be presented at a science center with the children travelling to the museum rather than the educator travelling out to the children. The sessions may also be presented to small groups of parents and their preschoolers at a science museum for a brief morning session, somewhat similar to the library story hour idea enjoyed by parents and preschoolers for years. The sessions are also easily adaptable by teachers in child development centers for use in their own classrooms. Each session provides suggestions for numerous center ideas to enrich science activities throughout the preschool curriculum. With a little flexibility, the curriculum presented here can fit many formats and needs.

Session Description

In **Developing an Early Interest in Science,** each session begins with a circle or group time, with a song to say hello to everyone, and a story to introduce the concept for that session. Children are then introduced to all the possible activities for the session. As the activities are shared, they are placed in learning centers around the room. After the activities are all introduced, and the children have watched where each has been placed in the learning centers, the children "plan" as they are asked one by one what they would like to do during that day's session. (This whole introductory process takes about 10 minutes.)

As children make choices, they are dismissed from the circle to begin the "do" part of the cycle by engaging in their choices in the learning centers. Adults join the children in their activity in centers by floating from center to center to engage children in questions which enhance their activity and understanding. As children complete one activity, they may choose another activity in their plan. Children are not expected to rotate through the activities on an adult schedule or in groups of prearranged partners. Some children may only complete one activity during a session due to total engagement with that activity, and that's just fine. Other children may complete several activities and that's acceptable too. There is no predetermined number of activities which should be completed and no child is forced to interact with a particular activity.

After the time for "doing" has been completed (usually about 25 minutes), the children return to the circle group time to share ("review") what they did in centers. The teacher often helps this process by asking "Johnny, what did you play with in centers today?" When a child has a hard time remembering, or is quiet and unsure of reviewing at first, the teacher can help by suggesting, "Did you play with the magnets today? What happened when you used the magnet?" The teacher is able to ask Johnny about his "plan" because she floated through the centers and observed what each child did. (Reviewing takes about 5 minutes.) After each child has had a chance to review, the concept for the session is reemphasized or recapped by the teacher, and the session is ended.

Activities

The activities which are included in **Developing an Early Interest in Science** are all hands-on, manipulative activities. Every effort is made to make the concept for each session real and meaningful for children by allowing them to experience it. For example, rather than just talk about the fact that water flows because it is a liquid, the children actually pour water through clear tubes and watch the flow in action. Rather than talk about internal body parts children can't see, special dolls are used which allow children to uncover those hidden inside body organs such as hearts and lungs. Whenever appropriate books and puppets are used to enhance language. Science develops wonderful vocabulary! Puzzles are used to help children develop fine motor skills and explore science.

Real materials are used whenever possible. Real butterfly displays are explored rather than exclusively using colored pictures of butterflies. Real rocks of a wide variety are provided. Both real and replica fossils are manipulated. There is much to be said for allowing children to experience the "real thing." Yes, some science materials are fragile, but children will never learn to be careful unless there is reason to be so. Imagine touching and feeling a real fossil from a dinosaur! It takes little enticement to be gentle with a thing so old, if children are only reminded just how precious fossils are.

Resource Activities

Developing an Early Interest in Science has also been designed to include resource or enrichment activities to further extend the concepts from each session. Some resource activities suggest the use of real objects easily obtainable. Many other resource activities are made with patterns to produce manipulative games with which to review session concepts. Masters of the patterns and directions for their use are included with the curriculum. A brief listing of the resource activities made from the patterns along with additional suggested activities can be found in the session descriptions. More detailed directions for assembly of patterns to make the resource activities can be found in the teacher resource activity section. Lists of suggested books, fingerplays, and songs to be used by the classroom teacher in order to infuse the science concepts throughout the child's day are also included in a separate section of the curriculum.

Using **Developing an Early Interest in Science**

Whatever format meets your particular needs, it is important that you read the session through before trying it. As you read the session procedure, try to picture how and where you will lay out the center activities. Review the storybooks suggested and read them before the sessions. Practice the fingerplays before the session too. Anticipate the questions children will ask. Perhaps most important, get excited about what you will be sharing with the children! Your enthusiasm is contagious!

A suggested list of materials used in the centers is included with each unit. From time to time, materials are discontinued by manufacturers. If this should happen before you can access the materials suggested, review the session to determine how that particular material was used and select a substitute item. While the materials suggested worked well, there's nothing to say that a substitute item might not do just as well or even better.

Most important in using **Developing an Early Interest in Science** is to encourage children to play, interact, and enjoy. An early interest in science cannot be developed if children are chastised for messes and trying something that wasn't the adult intention. Science requires hypotheses and tests for hypotheses. Children are natural "little scientists" if allowed to explore. So relax and watch those little scientists blossom!

My Body

Session Activities

Three-Year-Olds

MY BODY

Three-Year-Olds

Session 1

CONCEPT: My body has many parts. (Children will become familiar with and name common body parts such as arms, legs, hands, elbows.)

PROCEDURES:

1. Gather the children in a circle group. Open with a name fingerplay to distribute name tags/learn names. Immediately move into fingerplay to introduce the day's concept.

2. Introduce the day's concept of basic body parts by telling the children you are going to talk about all the different names for the parts of their body. Ask the children to name any body parts that they already know. Let the children share what they know.

3. Next, tell the children that you are going to read the book Here Are My Hands. Remind the children to watch for the different body parts as you read the story. Ask them to try and figure out why the story might be titled Here Are My Hands while you read. After the story, allow them to share their thoughts.

4. Tell the children that there are many body parts. Next, spread out all the whole body floor puzzle pieces and let the children help sort all the parts (all the legs, all the arms, all the heads, all the torso parts). Using the picture poster, assemble the puzzles by grouped body parts. Then, name the parts as the puzzles are being put together.

5. Next, introduce the Zaadi Doll (dressed) and name his main body parts, letting the children help you name the parts that they can. Remind the children that Zaadi has the same body parts as they do and as the children in the puzzles too. Then do a body fingerplay (repeat the opening concept fingerplay or select another body fingerplay) to resettle the group and prepare to disperse to centers. Once attention is regained, explain the center options available for that day. After you have explained the centers, ask the children to choose where they would like to go. As they choose, send them on their way. Allow the children to freely play and choose another center as they finish each task. Be sure to float from center to center and interact with the children as they play to reinforce the concepts for the day. The center choices today are:

A. Provide the Body Parts Rubber Stamps in a center. Let the children stamp out different body parts. As they are stamping remember to ask them which body parts they are stamping. You could also ask them how many parts they have stamped. Ask them to point to the part they are stamping on their own bodies. Allow 3-4 children at this center.

B. Provide two sets of the Naming Body Parts picture cards to make a matching game. (These cards come in a single set of pictures. Buy two to make the matching game.) Remind the children to name the body parts as they are matching them. Tell them the names of those body parts they cannot identify. Allow 2-3 children at this center.

C. Provide the Hand in Hand game for the children to play with an adult. Allow 2-3 children at this center. This game is played somewhat like dominoes. The children "attach" the cards to each other to form "trails" by matching the children's hands to each other.

D. Provide the Face Flannel set in a center with a flannel board. Allow the children to place the flannel pieces on the board while naming the pieces as they place them. Help the children name and place those pieces they cannot. Allow 2 children at this center.

E. Provide the whole body puzzle from circle time for the children to put together again. Ask the children to name the body parts as they put the body puzzle together. Allow 3 children at this center.

F. Provide the Zaadi doll in the center and give the children an opportunity to explore it. Talk to the children about the different body parts on the doll. Ask them to count how many legs, arms, eyes, hands, etc. the doll has. Allow 2 children at this center.

G. Provide the four assorted body parts puzzles. Let the children put the puzzles together while naming the body parts and also finding the parts on their own bodies. Help the children identify those parts they cannot name. Be sure to point these parts out to them on their own bodies. Allow 4 children at this center.

H. Provide the set of People Builders in a center. Allow the children to slide the various pieces together to construct a variety of "people." Ask the children to notice the differences and similarities in each person they build. Guide the children in comparing themselves to the people builders. Name the body parts as you go. Allow 3-4 children at this center.

I. Provide a variety of books for the children to read. Make sure that these books have pictures for the children to look at. Also, be sure to provide books that are both fictional and non-fictional books. Point out body parts in the books to the children, ask them to identify parts that they know. Read any books to the children that they request you to read. Allow 2-3 children at this center.

6. Two minutes before you are ready for the children to clean up turn out the lights and make an announcement to warn them to begin finishing up whatever they are working on. After two minutes, turn out lights again and ask the children to clean up. Call children back to the group circle with a song. Allow each child to share one thing they learned or played with during center time.

7. Close by having the children help you identify the body parts in the Photo Body Cards by letting the children whisper the body part name as the picture is shown. Sing good-bye song and collect name tags.

RESOURCE KIT:

1. Use the patterns to make a lotto game to match the main external body parts.

2. Use the patterns to make a main external body part puzzle to use on a tabletop or flannel board.

3. Use the patterns to make a face puzzle to use on a tabletop or flannel board.

4. Use the patterns to make a body part puzzle with on outline of the body and then the main external body parts which fit inside the outline for a tabletop puzzle.

5. Use the patterns to make a lotto game in which the children match the external main body part to clothing items worn on that body part.

6. Use the patterns to make a lotto game in which the children match the crazy mixed-up faces.

7. Suggest that the classroom teacher bring in a set of child-sized clothes (jeans and shirt). If the children help stuff the clothes, they'll have their own life-sized doll to identify body parts on.

8. Suggest that the classroom teacher provide paint to make hand prints at the art center.

9. Suggest that the classroom teacher provide paint to make footprints at the art center.

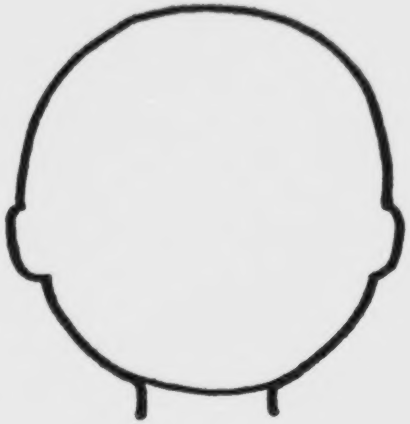
10. Suggest that the classroom teacher provide paint to make fingerprint pictures.

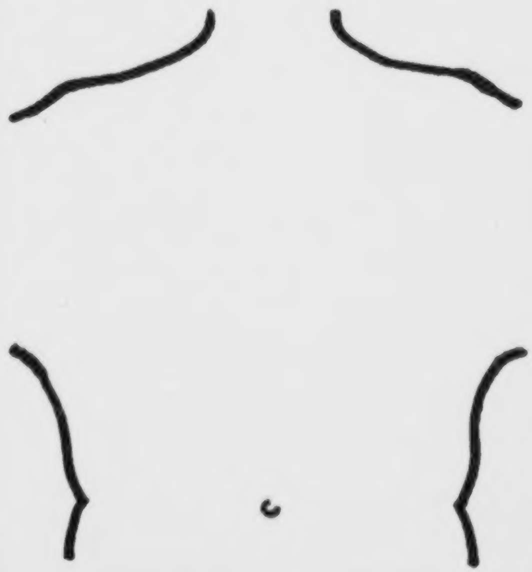
11. Suggest that the classroom teacher provide materials (paper plates are great) and allow each child make their own face.

12. Provide the classroom teacher with die cut paper shapes Face Pads. These can be used in any variety of ways.

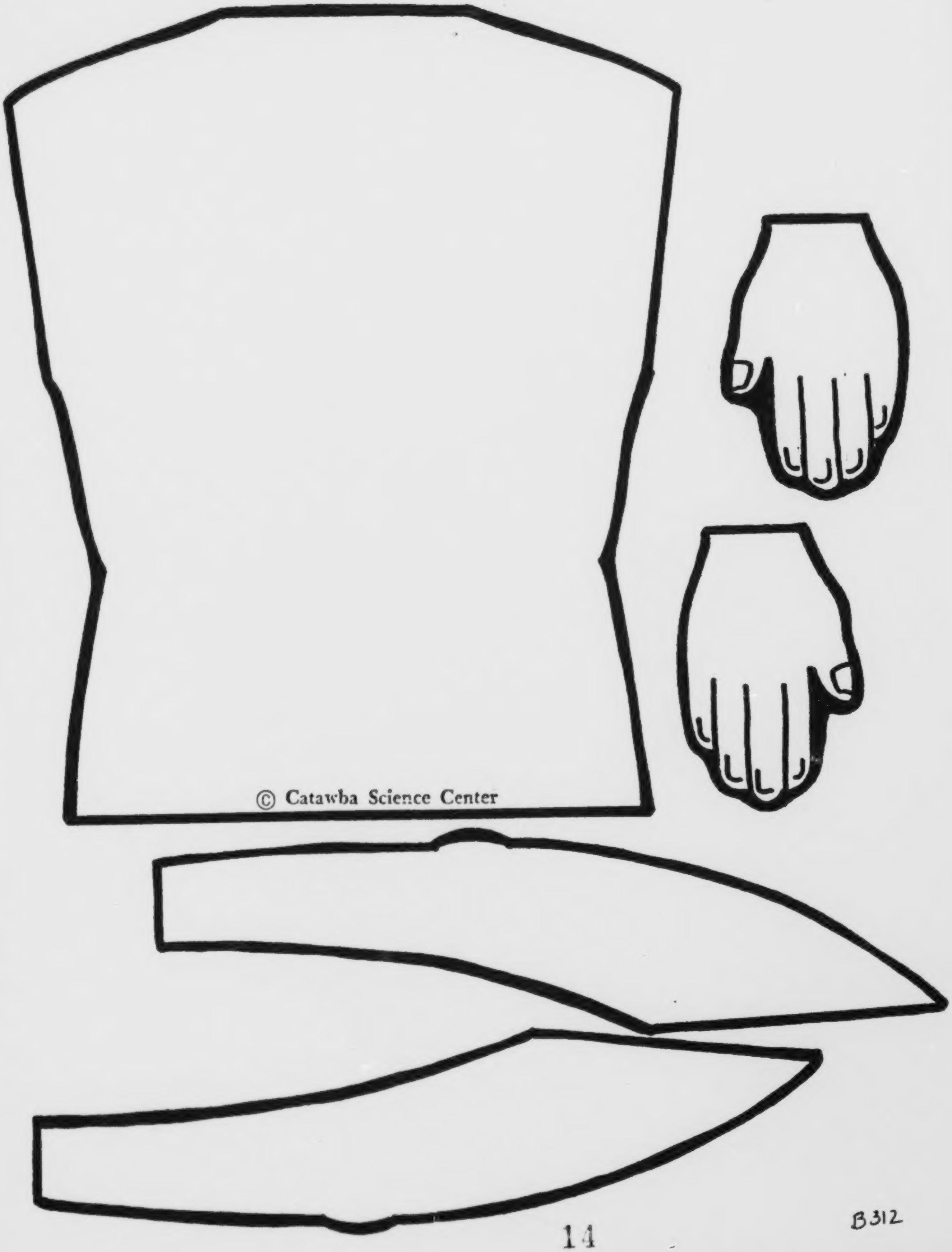
13. Provide the classroom teacher with several people shaped sponges to be used with paint in the art center.

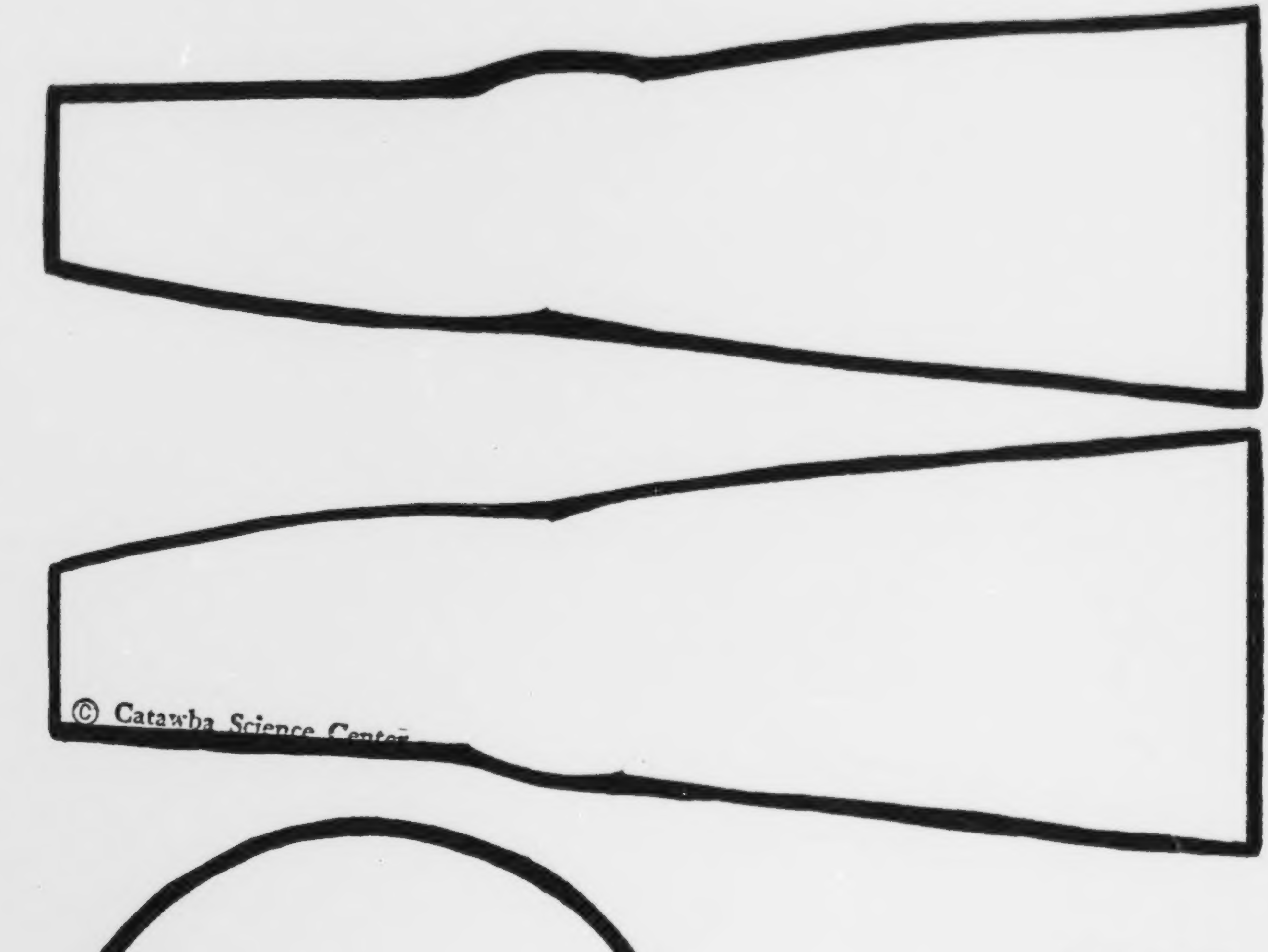
14. Provide the classroom teacher with die cut paper shapes hand pads. These can be used in any variety of ways.



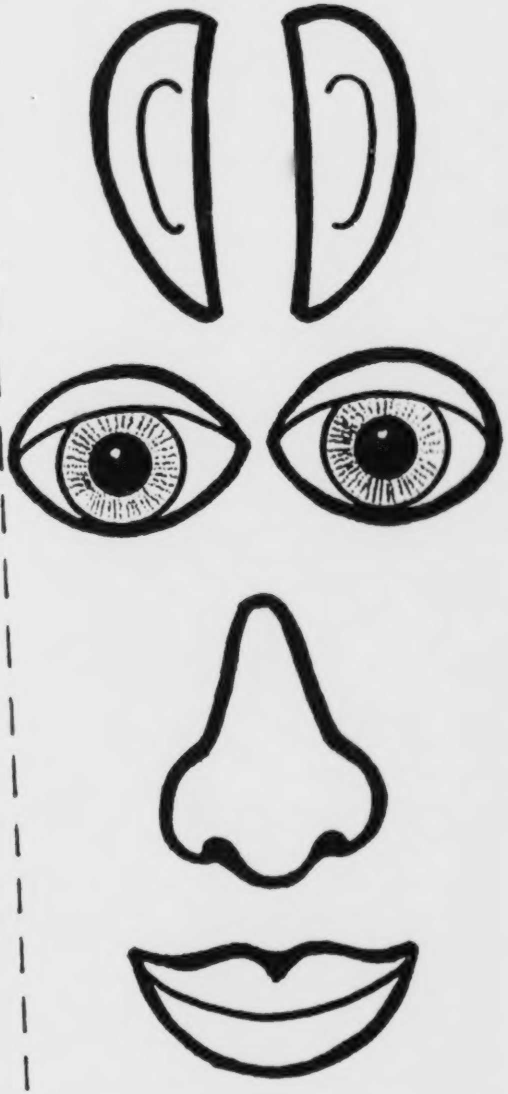


B 311

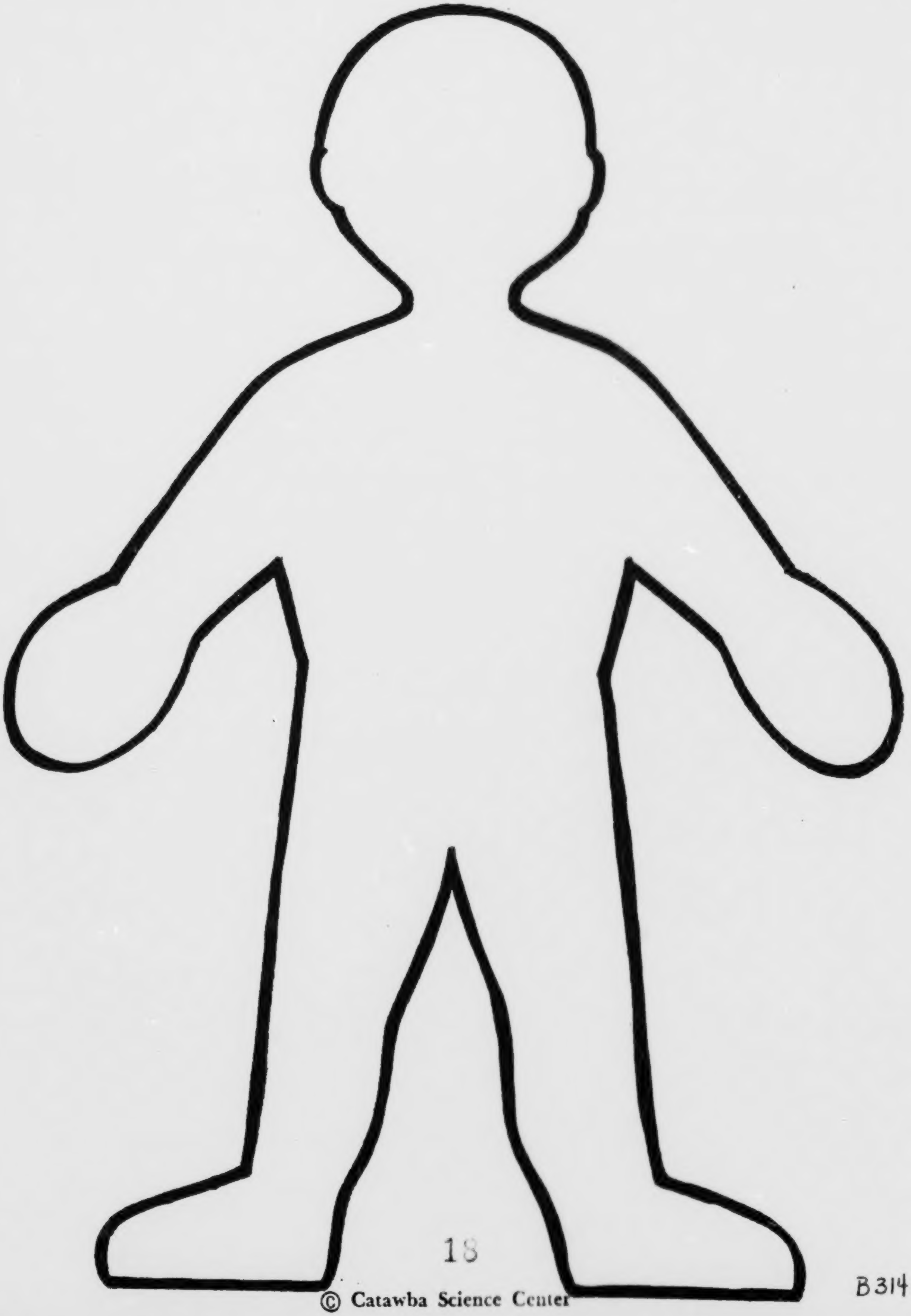




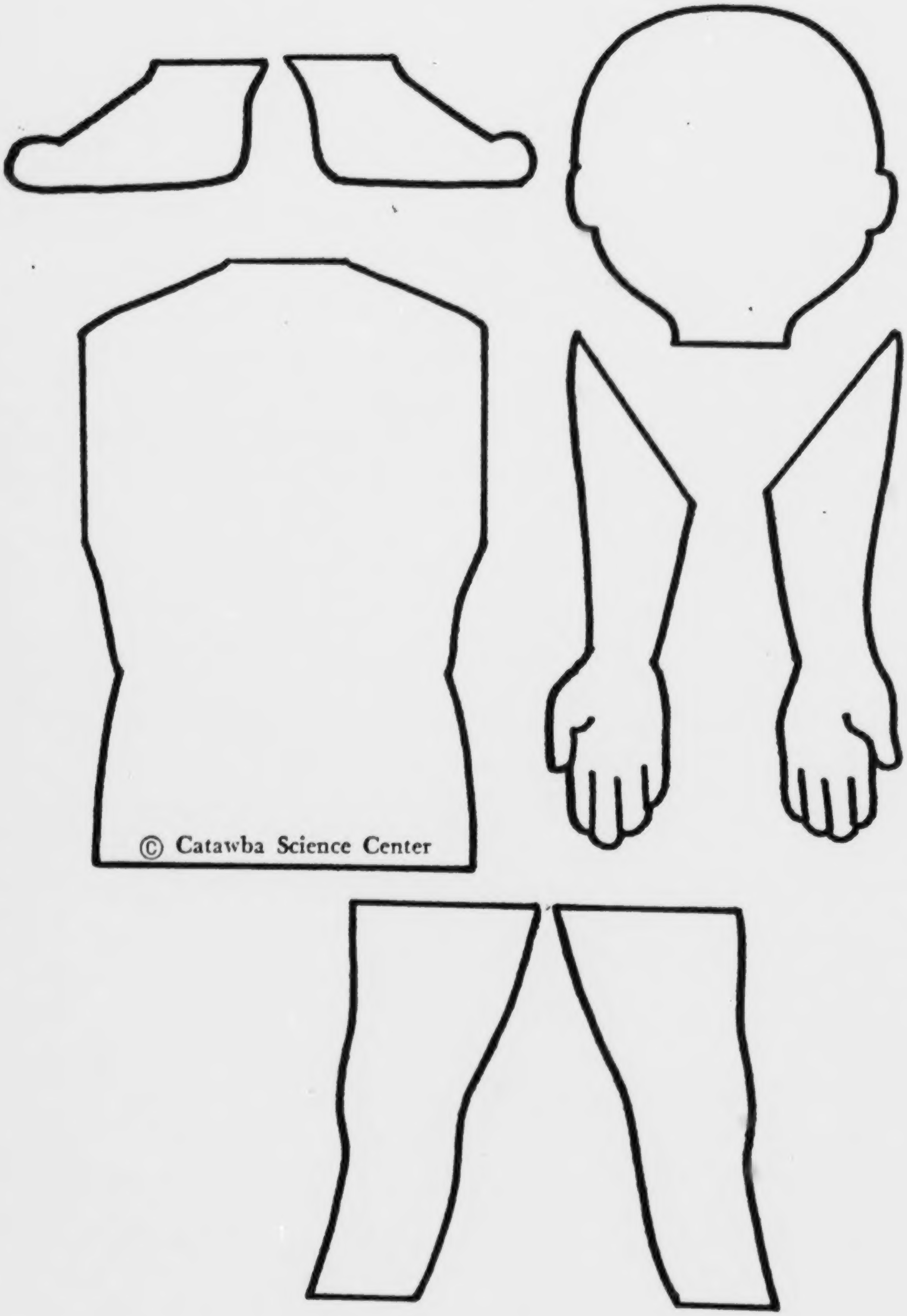
B312



B 313

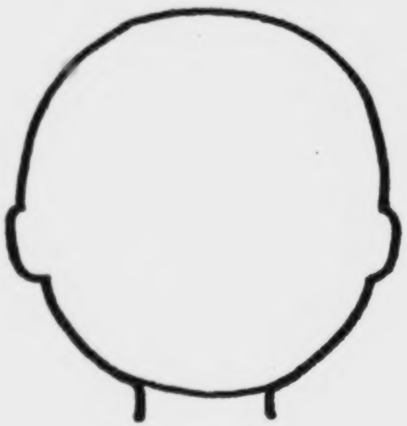


B314



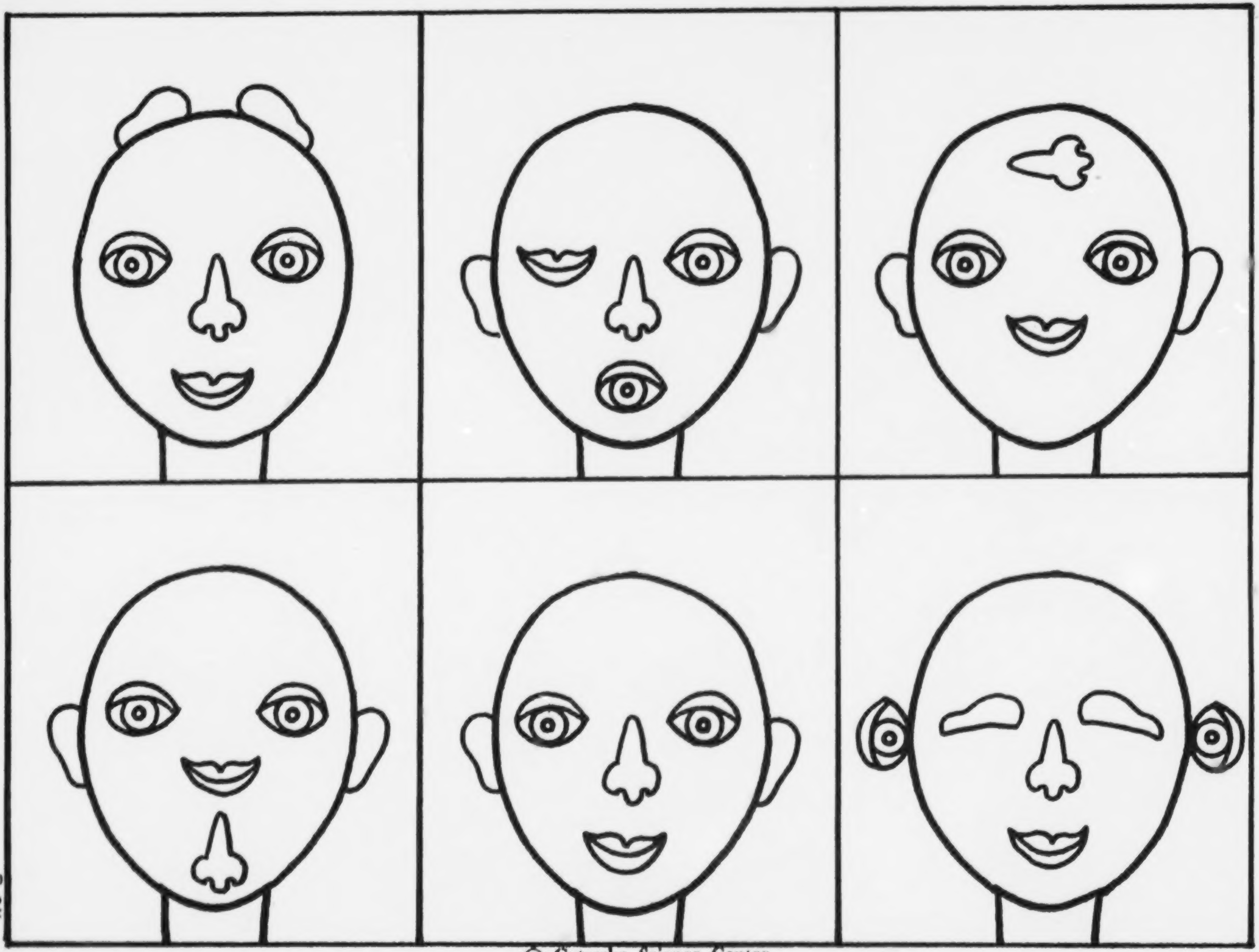
© Catawba Science Center

B314



B 315

B 315



B 316

MY BODY

Three-Year-Olds

Session 2

CONCEPT: My body parts do many things. (Children will become familiar with the functions of body parts and how body parts move.)

PROCEDURES:

1. Gather the children in a circle group. Open with a name fingerplay to distribute name tags/learn names.

2. Move immediately into a fingerplay to review body parts and introduce body function.

3. Begin by telling the children that our body parts do many different things. Allow the children to share some of the things that they think our body parts do. Next, play an active record/song game (*Shake Something* from Getting to Know Myself by Hap Palmer). Make sure that you and the other teachers also participate.

4. Next, undress the Zaadi doll and talk about joints and how the parts move. Ask the children to find these parts on their own bodies. Allow them the opportunity to feel how their own joints move. Compare their body movements to the movements of Zaadi.

5. Next, talk about the photo action cards by allowing the children to name the action in each picture and the body part being used. If they do not know the answers immediately, question them to elicit the answer that you wish.

6. Do a body fingerplay (repeat the opening concept fingerplay or select another body fingerplay) to resettle the group and prepare to disperse to centers. Once attention is regained, explain the center options available for that day. After you have explained the centers, ask the children to choose where they would like to go. As they choose, send them on their way. Allow the children to freely play and choose another center as they finish each task. Be sure to float from center to center and interact with the children as they play to reinforce the concepts for the day. Play music from a record while children are in the centers. The center options today are:

A. Provide two sets of the Body Parts in Motion cards to make a matching game. Review the body parts names and what they do. Let the children name the parts that they know and also find the parts on their own bodies. Allow 3-4 children at this center.

B. Provide the Body Positions sorting game. Children should match the pictures of the clowns showing various positions. Allow the children to try some of the positions themselves. Ask them to talk about the joints that have to move. Allow 2-3 children at this center.

C. Provide sponge paint with body sponges showing movement. Provide pie tins with paper towels in the bottom with paint on them to work as a stamp pad. Have the children discuss the movements as they are stamping. Discuss different ways that our bodies have to move to do different activities. Allow 2-3 children at this center.

D. Provide four body parts puzzles in a center and allow the children to put them together. Talk to the children about the different body parts, allow them to identify the parts that they recognize. Talk about the body parts used as we move. Encourage the children to put some of the puzzles together outside their frame so they can assemble them in a position they choose. Allow 4 children at this center.

E. Provide an assortment of books for the children to look through. Read the books to the children at their request. Next, help the children locate the various body parts in the books. Be sure and provide both fictional and non-fictional books. Allow 3-4 children at this center.

F. Provide the Zaadi dolls in the center and let the children play with them. Help the children find the body parts on the Zaadi doll and the corresponding ones on themselves. Also, let the children show something Zaadi can do with it's various body parts. Allow 2 children at this center.

G. Provide stencils of children using their bodies in motion (jumping, running, leaping, etc.). Provide paper and writing implements and allow the children to trace and talk about the positions the stencils show.

8. Two minutes before you are ready for the children to clean up turn out the lights and make an announcement to warn them to begin finishing up whatever they are working on. After two minutes, turn out lights again and ask the children to clean up. Call children back to the group circle with a song. Allow each child to share one thing they learned or played with during center time.

9. Close with a body parts puzzle that can be placed in various positions. Put the puzzle together to show several different positions. Allow the children to mimic the positions. Let the Zaadi doll lead the good-bye song and collect the name tags. Allow the children to hug and kiss the doll good-bye.

RESOURCE KIT:

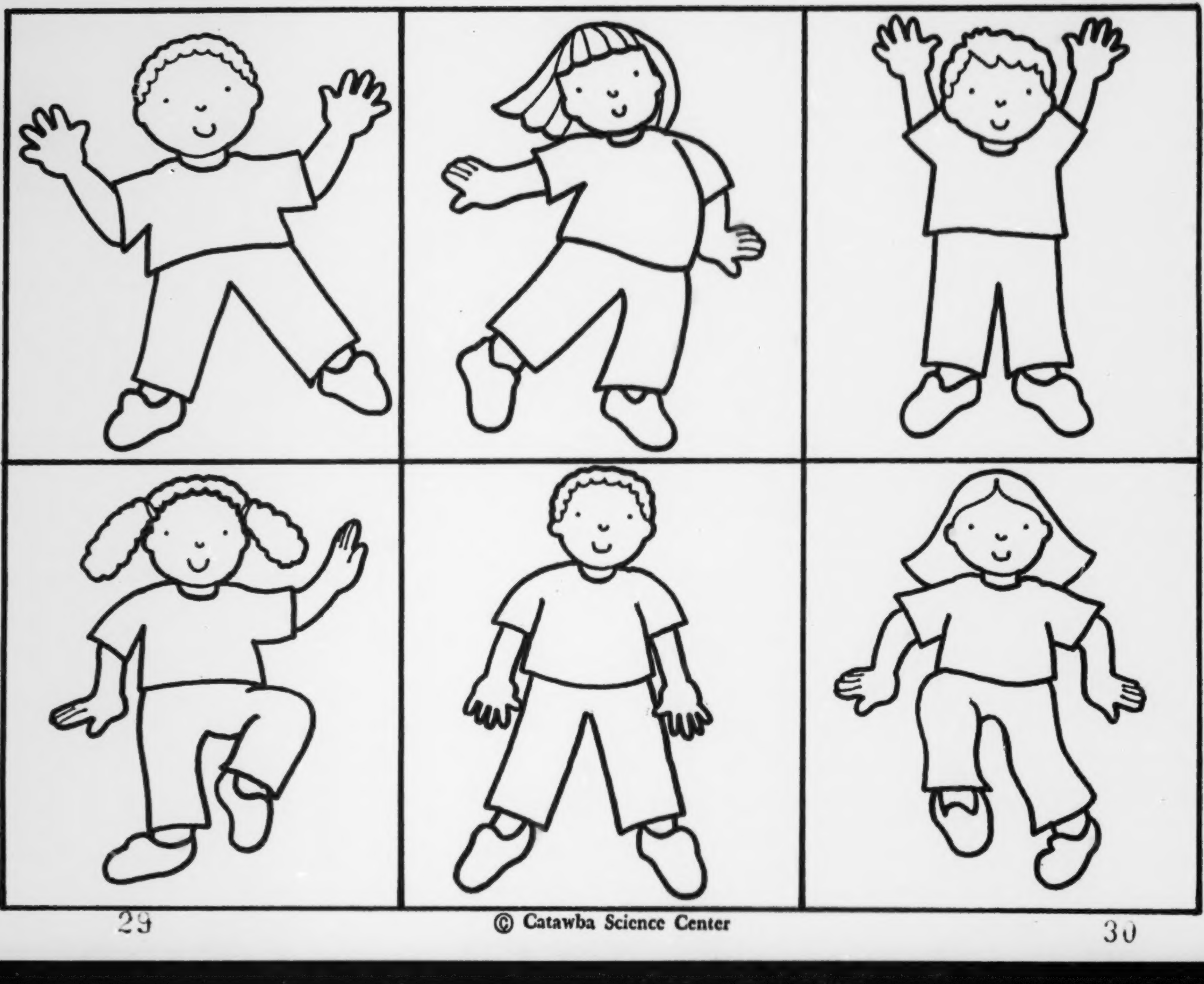
1. Use the patterns to make a lotto game in which the children match the children in various body positions.

2. Use the patterns to make a lotto game in which the children match the external body parts used in movement.

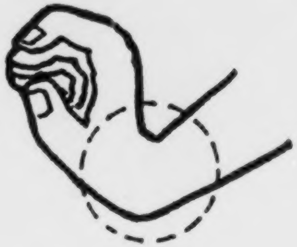
3. Use the patterns to make a large moveable person. Attach the separate body parts with brads to form the joints.

4. Use the patterns of the children in different positions for the children to mimic the positions demonstrated on the cards.

5. Provide the classroom teacher die-cut paper people pads. These can be used a wide variety of ways.



B321



wrist

knee

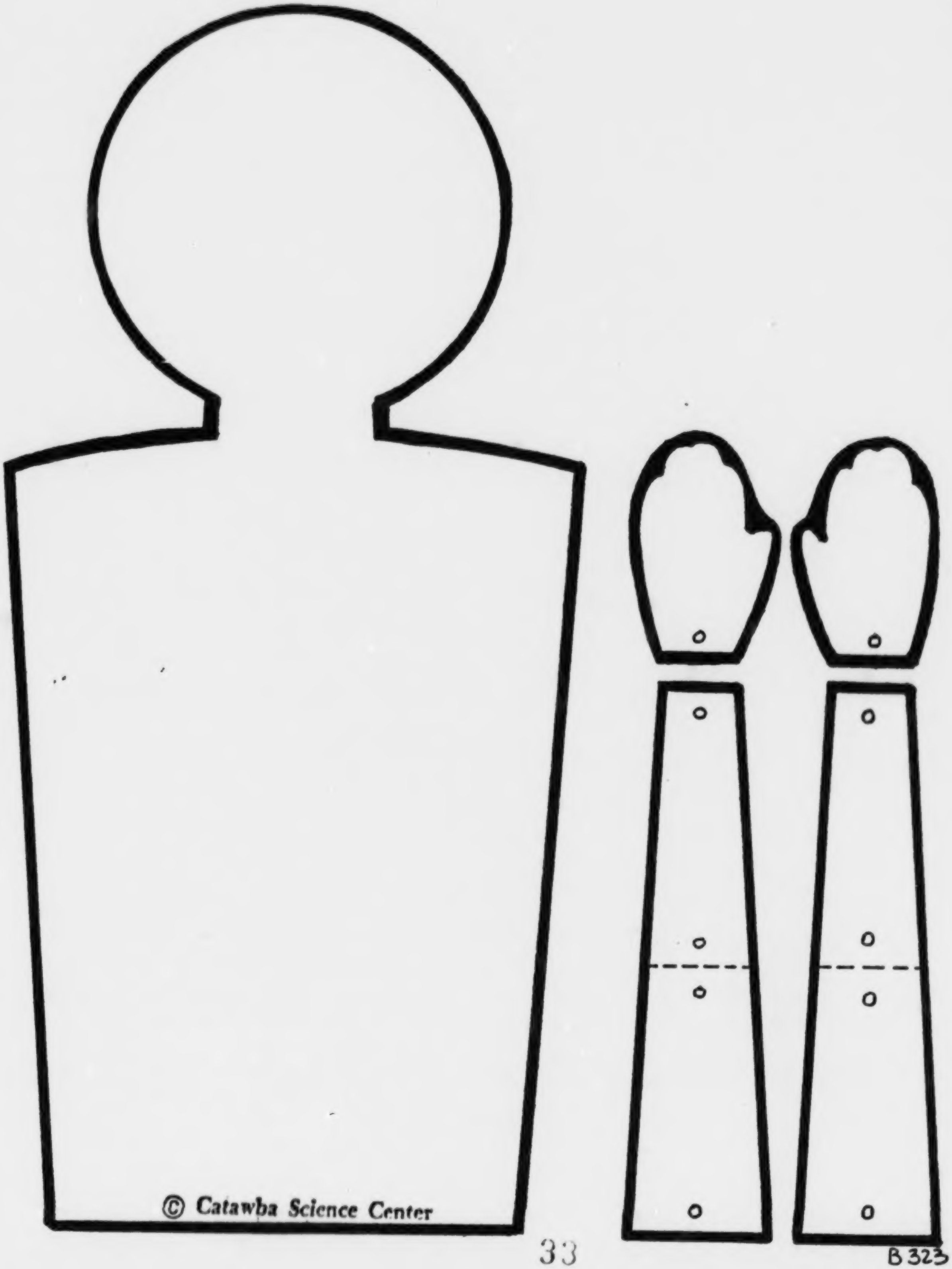
elbow

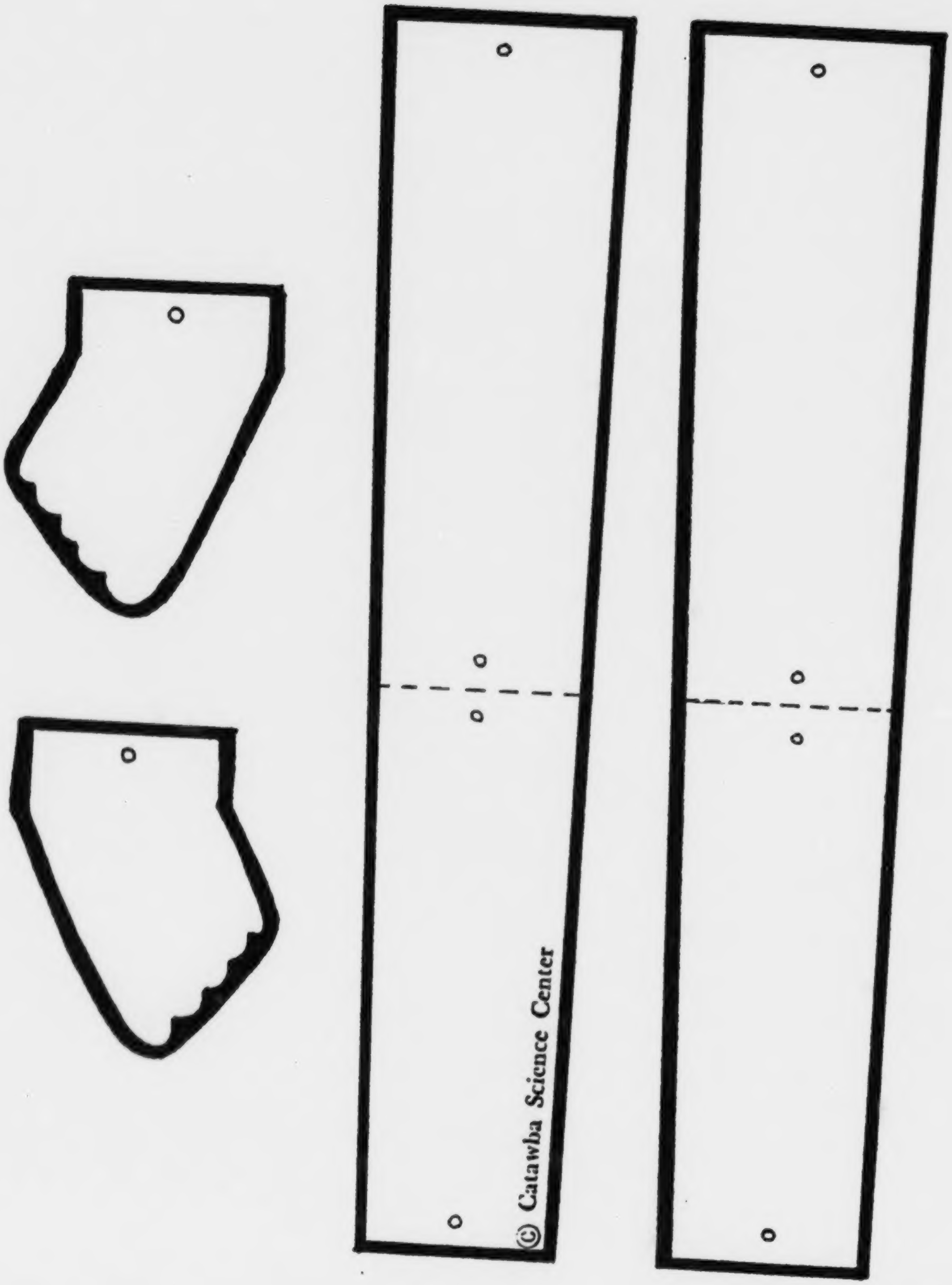
B 322

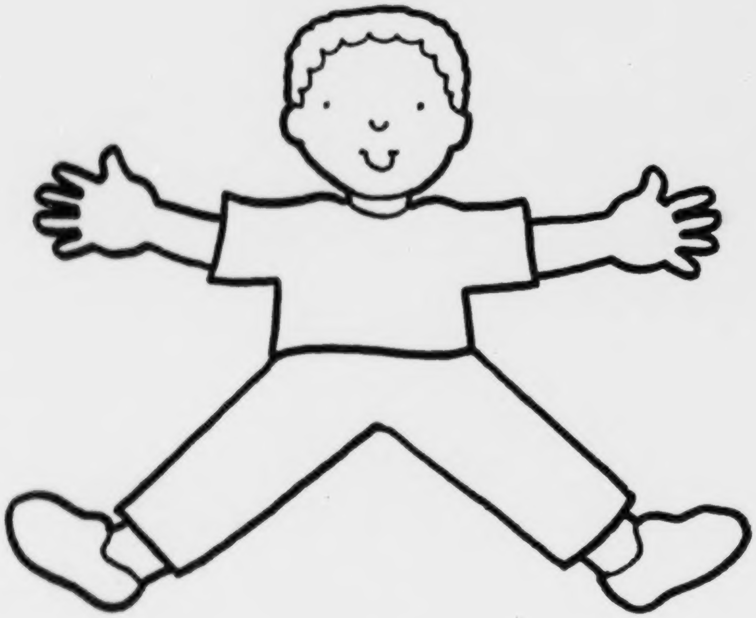
shoulder

hip

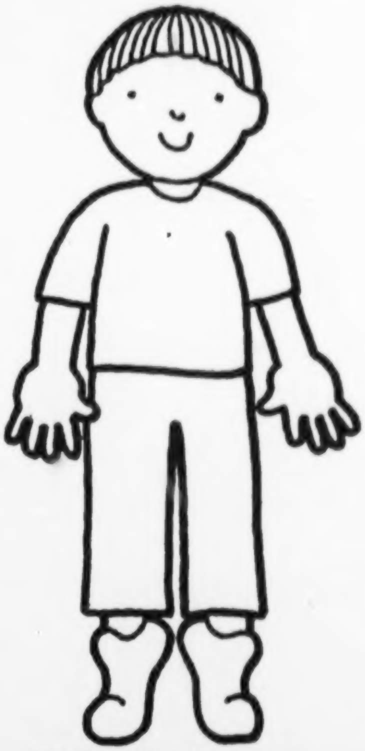
ankle







B 32‡



B324

© Catawba Science Center

© Catawba Science Center

B 324

B 324

© Catawba Science Center

© Catawba Science Center

B 324

MY BODY

Three-Year-Olds

Session 3

CONCEPT: My skeleton inside me. (Children will understand that bones/skeleton provide the body its shape.)

PROCEDURES:

1. Gather the children in a circle group. Open with a name fingerplay to distribute name tags/learn names. Immediately move into a body fingerplay to introduce the day's concept.

2. Next, review with the Zaadi Doll - rename the body parts and their function. Talk about how the doll "flops." Ask the children why they think the doll cannot hold itself up. Ask them what the doll needs to stop it from "flopping." Introduce the concept that something inside you gives you shape. Ask the children what they think helps their body to stay up. Introduce the concept of our skeleton. Read the portion of What's Inside You? that talks about the skeleton. Open up Zaadi. Show the "ribs" on Zaadi. Talk about the bones. Encourage the children to feel their own bones. (Ask the children if they have ever eaten chicken and if they remember what the chicken bones looked like. Compare that experience to our own bones in our bodies.)

3. Introduce the whole skeleton. Let the children help you to name the body parts. Next, review the joints and let the children help you identify them and show them to you. Help them identify those parts that they may not remember.

4. Introduce the concept that animals have skeletons too. Bring out the real animal skeletons and look at the animal skeletons with the children. See if the children can identify some of the animals just from their skeleton. Reiterate that the skeleton gives you shape and we have to take care of it. Bring out the items that can help us to protect our skeletons. Show the back support and how it helps to give our backs support when we are lifting heavy items. Allow a child to come up and try on the back support. Demonstrate or show the children how the support would work to offer protection for the back when objects are lifted.

5. Next, do a body fingerplay (repeat the opening concept fingerplay or select another body fingerplay) to resettle the group and prepare to disperse to centers. Once attention is regained, explain the center options available for that day. After you have explained the centers, ask the children to choose where they would like to go. As they choose, send them on their way. Allow the children to freely play and choose another center as they finish each task. Be sure to float from center to center and interact with the children as

they play to reinforce the concepts for the day. Play music from a body record while the children are in the centers. The center options today are:

A. Provide the animal skeletons in a center. Help the children identify different parts on the animals. Compare these animal parts to parts that we might also have or not have. Have the children count the legs, arms, or other body parts on the animals. Allow 3-4 children at this center.

B. Provide 4 dinosaur see-inside puzzles in a center. Talk to the children about the importance of a skeleton and why we need one. Guide to children to point to which bones give support to which body parts. Allow 3-4 children at this center.

C. Provide the back support in a center. Allow the children to try the back support on and feel how it can help to protect their backs. Allow 2 children at this center.

D. Provide ziti pasta noodles for children to string to represent a backbone. Point out to the children that our backbone has different sections to it and that is what the ziti noodles are representing, the different sections. Allow 3-4 children at this center.

E. Provide the skeleton in a center. Allow the children to explore the skeleton with adult supervision. Guide them in comparing the different skeleton parts to parts on their own bodies. Allow 2-3 children at this center.

F. Provide the double set of Body Parts in Motion matching game from Kit 2. The children can practice or act out the different body motions. Allow 3-4 children at this center.

G. Provide an assortment of books for the children to look through. Read books to the children at their request. Help the children locate the various body parts in the book. Allow3-4 children at this center.

H. Provide the Zaadi dolls in a center and let children play with them. Help children find body parts on Zaadi and the corresponding ones on themselves. Let children show something Zaadi can do with it's various body parts. Allow 2 children at this center.

I. Provide the Body Position puzzles from Kit 2. Let the children talk about what body parts need to move to get the body in the different positions. Also allow the children to try the different body positions themselves. Allow 2-3 children at this center.

8. Two minutes before you are ready for the children to clean up turn out the lights and make an announcement to warn them to begin finishing up whatever they are working on. After two minutes, turn out lights again and ask the children to clean up. Call children back to the group circle with a song. Allow each child to share one thing they learned or played with during center time. Then, look at select pictures in Eyewitness Skeleton

book. Have children show the particular body parts that they see. Read (paraphrase) The Skeleton Inside You.

9. Close with the Zaadi doll and discuss some of the different body positions discussed today. Let the doll lead the good-bye song and collect the name tags. Allow the children to hug and kiss the doll good-bye.

RESOURCE KIT:

1. Use the patterns to make a lotto game in which the children match the animal to its skeleton.

2. Use the patterns to make a skeleton puzzle. Children use the open body outline and lay the skeleton pieces inside the outline of the body.

3. Use the patterns to make a large skeleton/body match see-inside puzzle. The children put the skeleton together and then can lay the clothed body parts on top of the skeleton to see the relationship between body parts and skeletal parts.

4. Use the patterns to make a lotto game in which the children match the human external body parts to the corresponding skeletal parts.

5. Use the large patterns to make a skeleton for the flannel board. Make a large outline of the body, and then the children lay the skeleton on the outline.

6. Use the patterns to make a skull puzzle. Cut the skull into large pieces.

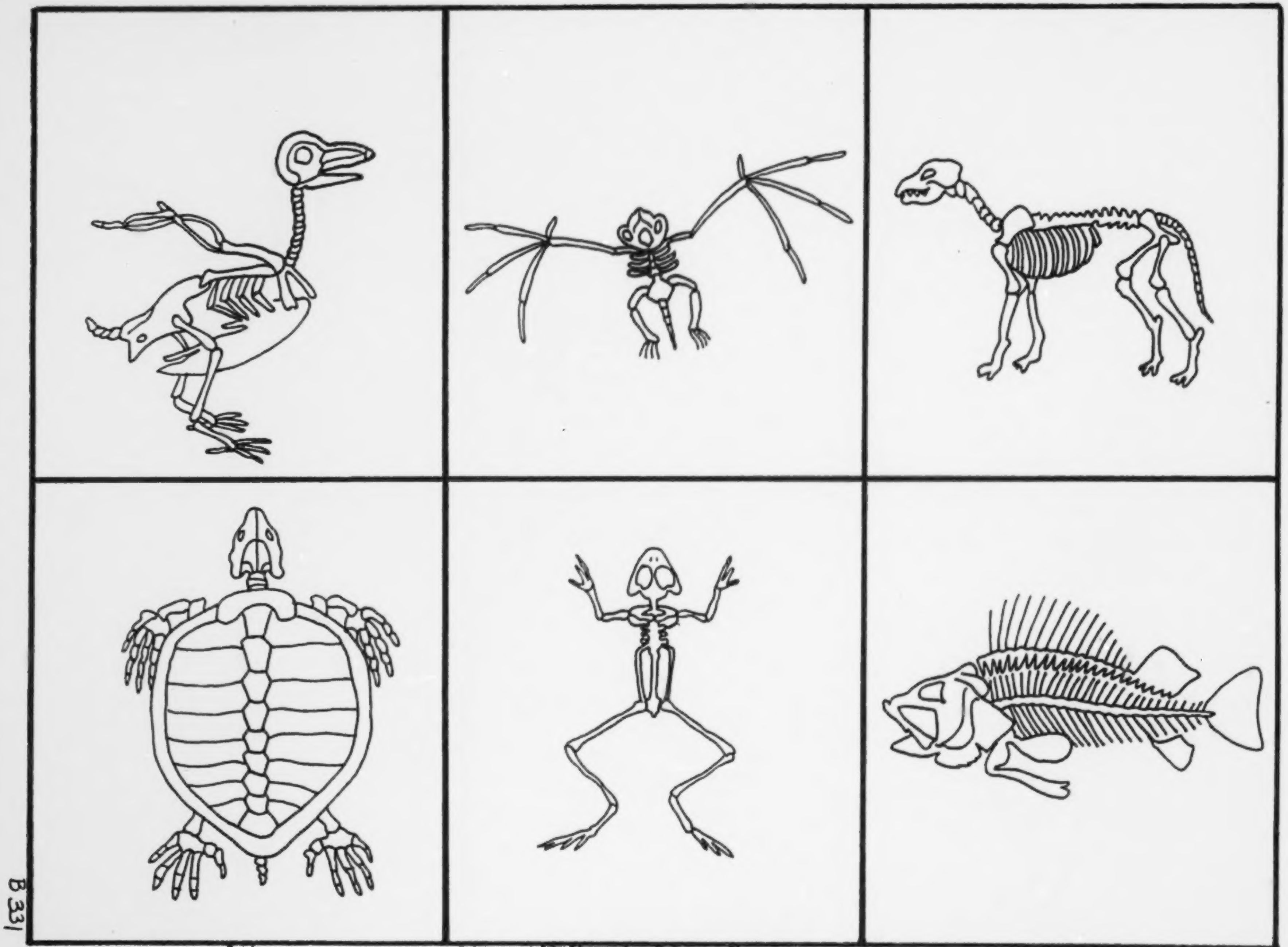
7. Suggest that the classroom teacher provide paint and a skull shaped sponge to sponge paint.

8. Suggest that the classroom teacher provide paint to make x-ray hand prints by stamping a hand print and then tracing around it to make an x-ray effect.

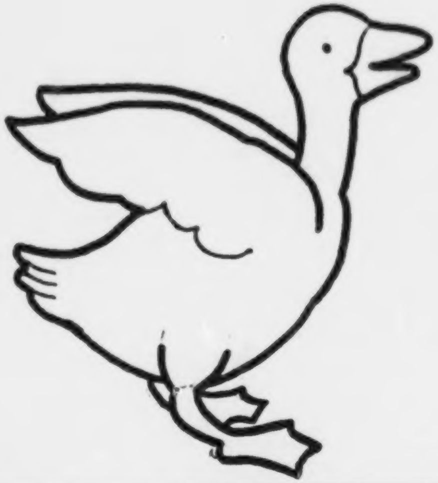
9. Suggest that the classroom teacher make accordion skeletons by cutting hands, feet, head and torso and attaching with accordion folded arms and legs.

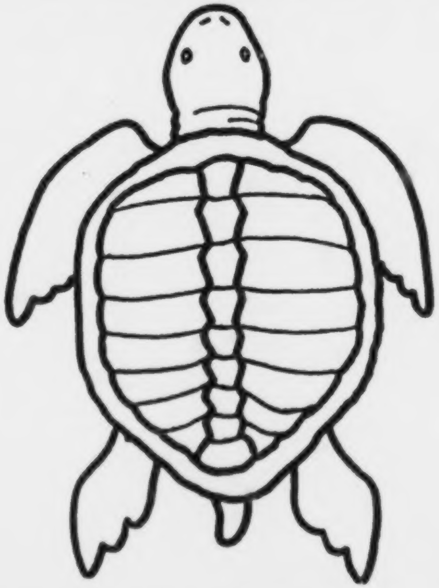
10. Suggest that the classroom teacher make skeletons from drinking straws: cut out of skull from paper; provide model of skeleton; use straws cut into various sizes to glue to make the "bones.".

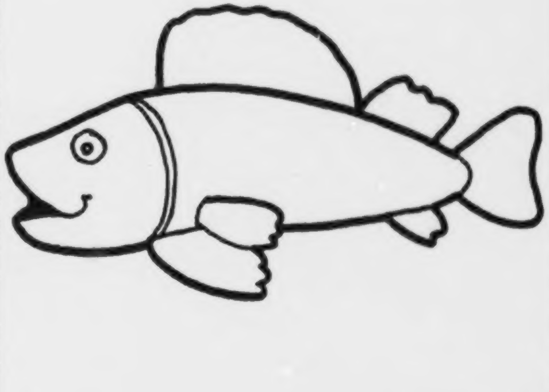
11. Suggest that the classroom teacher provide skeleton stickers which the children can use to make their own skeletons.



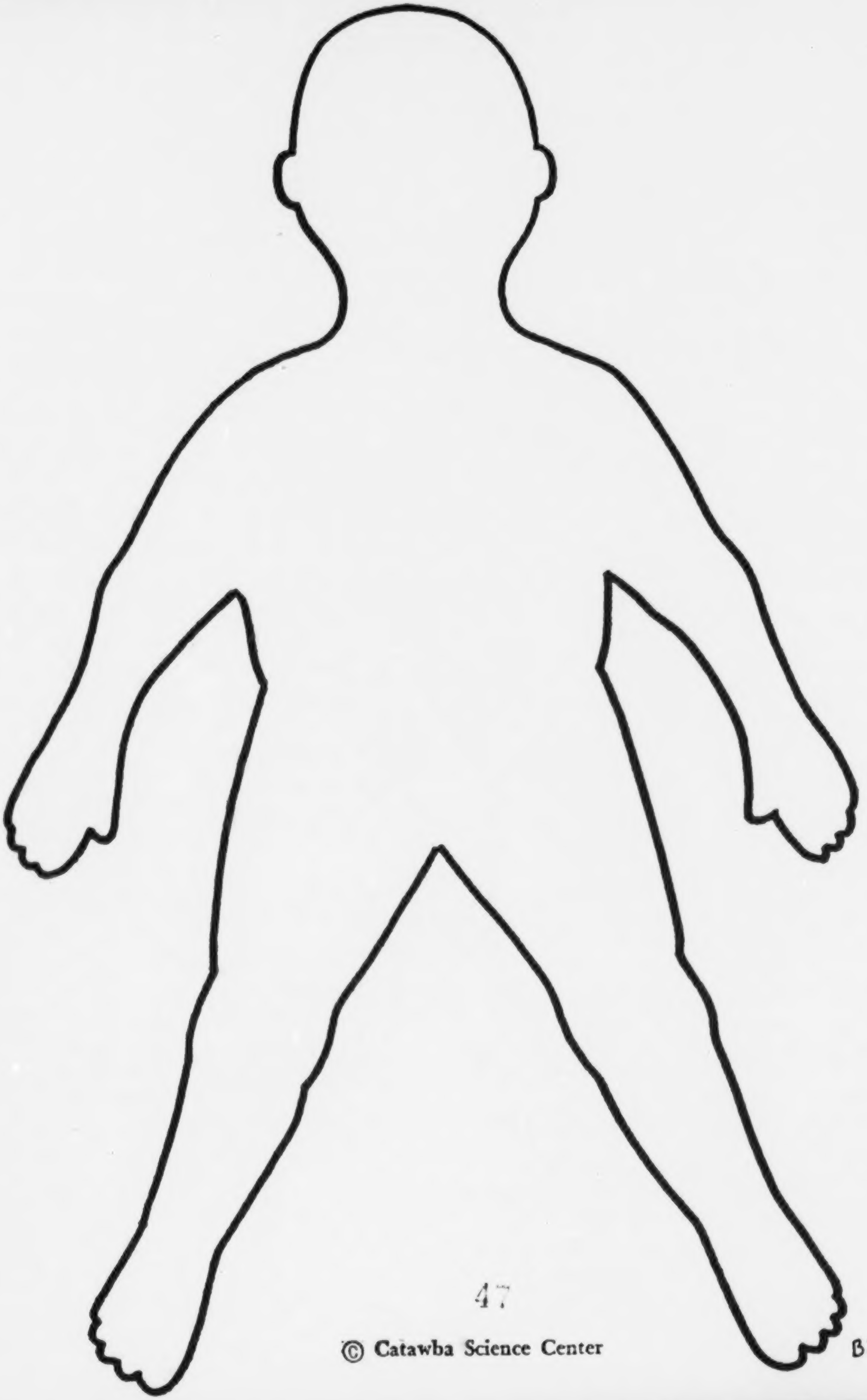
B331



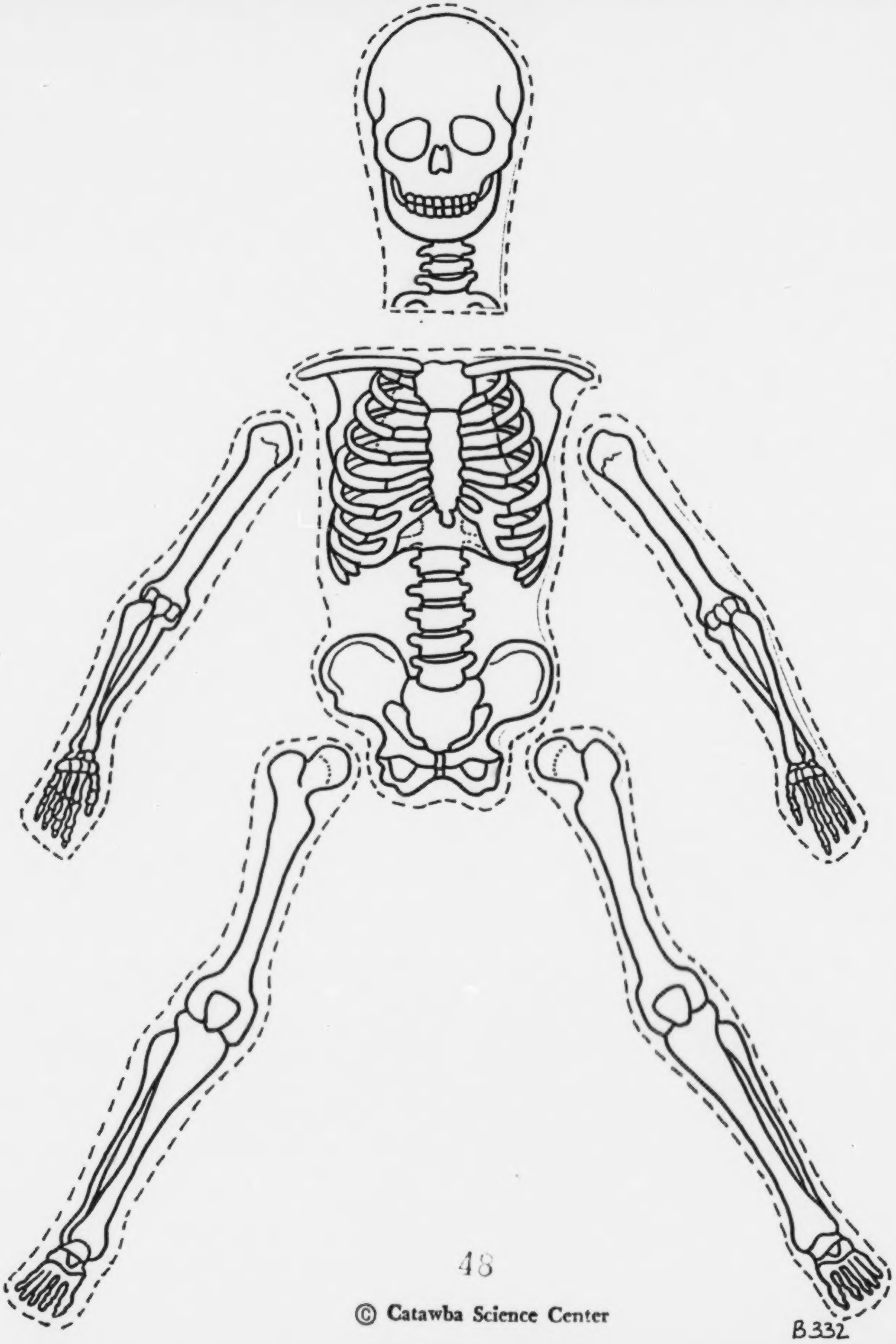




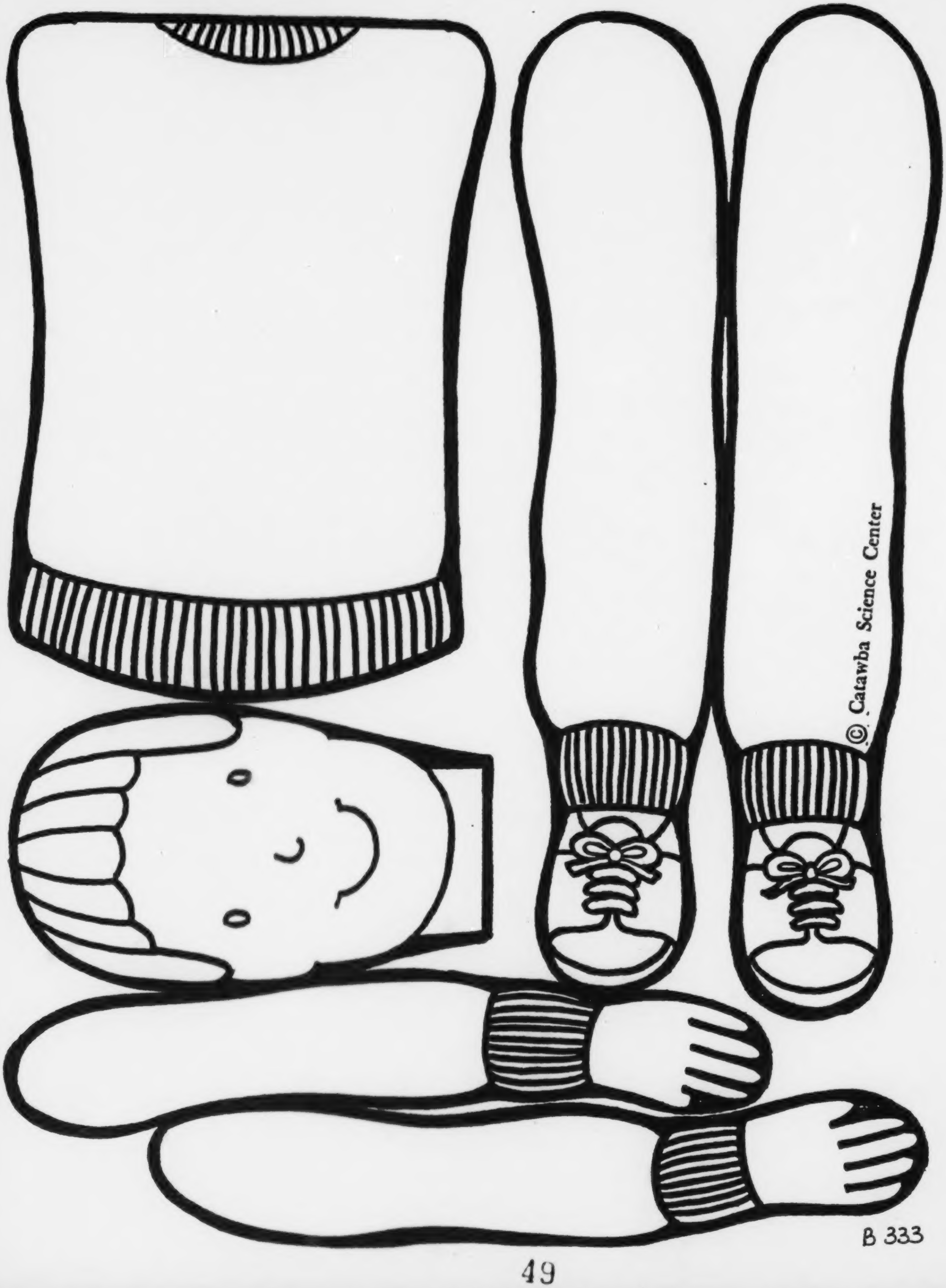
B 331

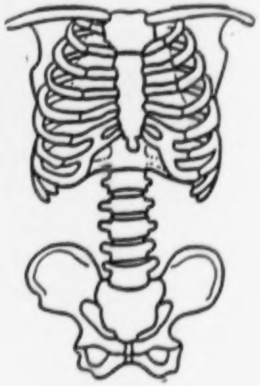


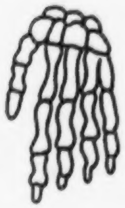
B332



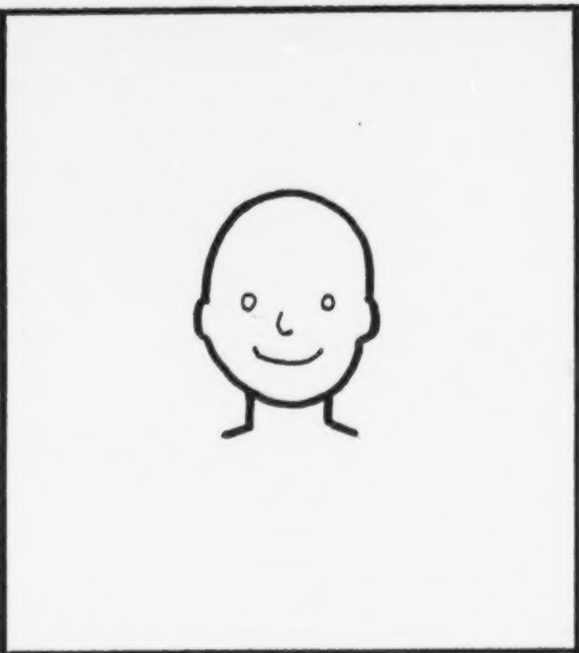
B332

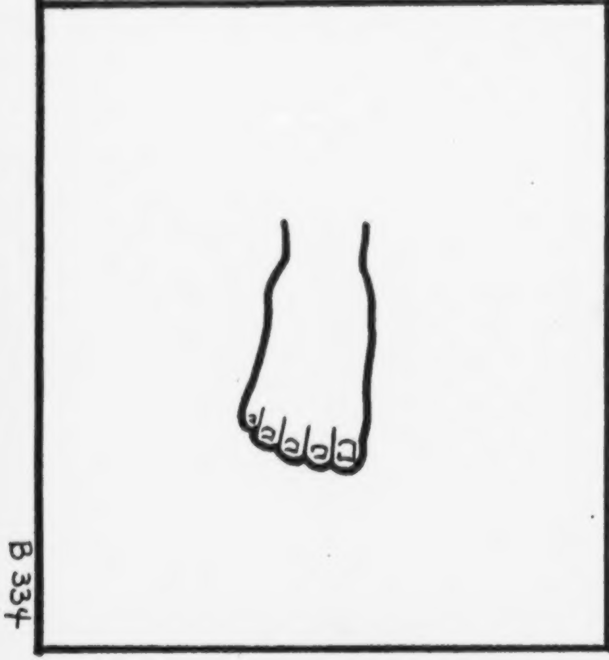


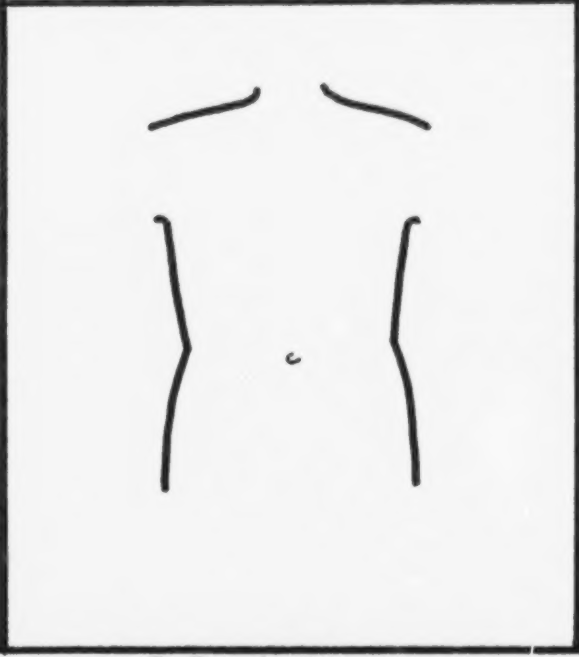




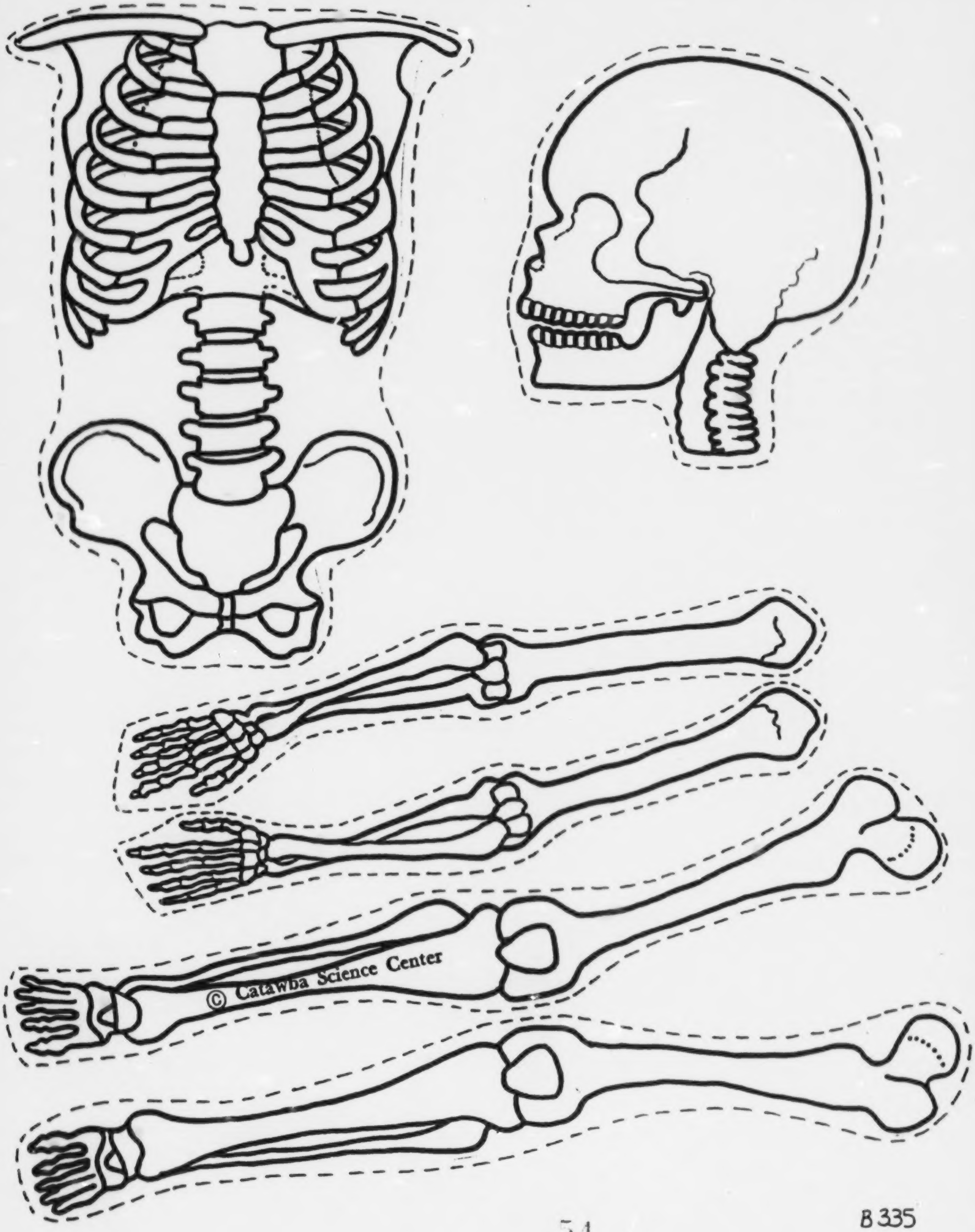
B 334

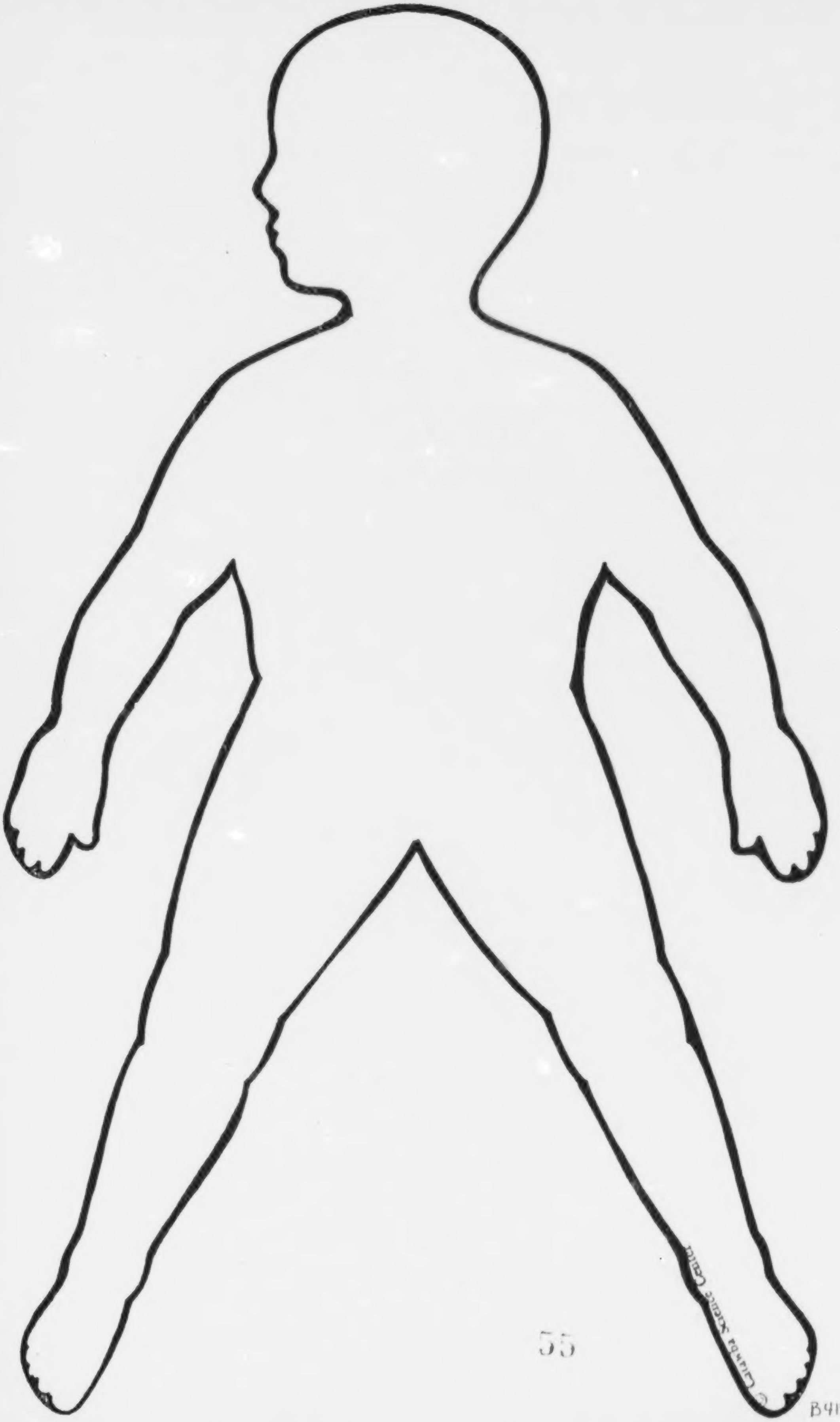






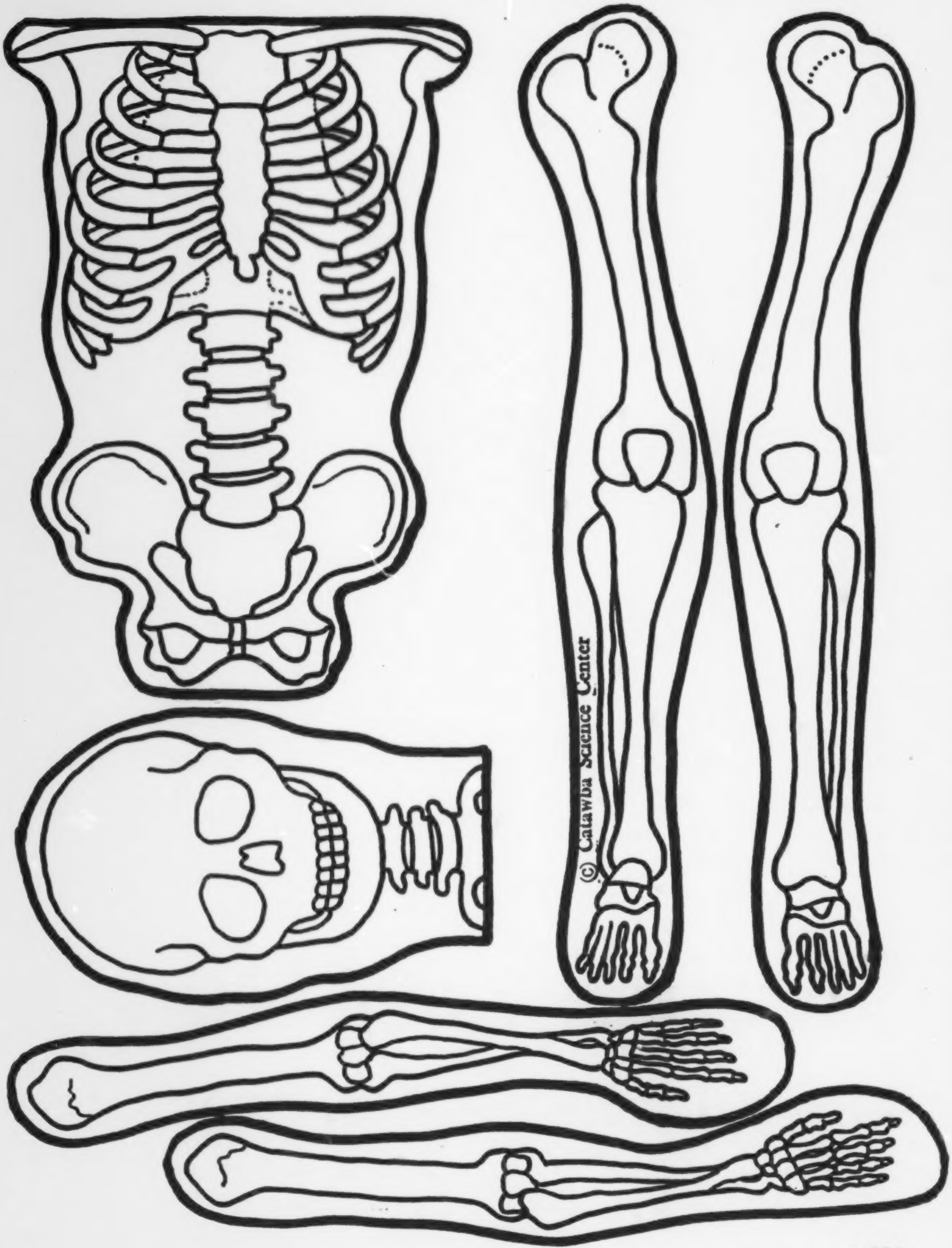
B 334


© Catawba Science Center



B414

B 336



B333

MY BODY

Three-Year-Olds

Session 4

CONCEPT: My body parts inside me. (Children will become familiar with the main inside body parts: heart, lungs, stomach, liver, kidney)

PROCEDURES:

1. Gather the children in a circle group. Open with a name fingerplay to distribute name tags/learn names.

2. Immediately move into a body fingerplay to introduce the day's concept.

3. Begin by reviewing with the Zaadi Doll. Review body parts and the bones inside that give you shape. Show the children that some of the skeleton protects inside body parts. Read (paraphrase) and show illustrations of internal body organs with the book What's Inside You?

4. Next, put on the anatomy apron. Show the children the body parts, rename them. Help the children locate the body parts on their own body. Then, talk about the heart. This body part can be "felt" even though you can't see it. Show the children where they can find their pulses, either on their wrists or below their jaws on their necks. Help them to locate the pulse. Next, talk about the lungs. Take a deep breath and hold it. Then ask the children if they felt how big their chest got. Give each child an anatomy apron and allow each child to match the body organs to outlines on the anatomy aprons.

5. Do a body fingerplay (repeat the opening concept fingerplay or select another body fingerplay) to resettle the group and prepare to disperse to centers. Once attention is regained, explain the center options available for the day. After you have explained the centers, ask the children to choose where they would like to go. As they choose, send them on their way. Allow the children to freely play and choose another center as they finish each task. Be sure to float from center to center and interact with the children as they play to reinforce the concepts for the day. Play music from a record about the body while the children are in the centers. The center options today are:

A. Provide a felt flannel board and the felt body parts to put together. Let the children "make" themselves with the flannel board pieces. Be sure to help the children go over the body parts as they are putting them on the board. Help them to identify any parts they do not remember the names for. Also, remind them to find the body parts on their own bodies. Allow 2-3 children at this center.

B. Provide the anatomy aprons. Allow the children to put the aprons on and to compare body parts with each other. Help them to identify the parts on the apron, and to work with a partner to identify the parts. Allow 2-4 children at this center.

C. Provide the Zaadi Doll. Guide the children in exploring the doll and identifying body parts on the doll. Help them identify any parts they may not remember. Also, have them utilize their descriptive skills by allowing them to give descriptions of the Zaadi doll. Allow 2 children at this center.

D. Provide the Body Part puzzles from Kit 1 and 2. Allow the children to match the parts in the body part puzzles to their own body parts. Help the children to identify those body parts they may not remember. Allow 2 children at this center.

E. Provide an assortment of books for the children to look through. Read books to the children at their request. Also, help the children locate the various body parts in the book. Allow3-4 children at this center.

6. Two minutes before you are ready for the children to clean up turn out the lights and make an announcement to warn them to begin finishing up whatever they are working on. After two minutes, turn out lights again and ask the children to clean up. Call children back to the group circle with a song. Allow each child to share one thing they learned or played with during center time. Next, read a portion of Outside and Inside You. Remind children to look for the body parts that they have been learning and talking about.

7. Close by reviewing with the flannel board pieces of inside body parts and place them on the large flannel outline of a body, then cover the body with the skeleton, then cover that part with the outside body parts. Name the parts as each is placed on the flannel board.

8. Let the Zaadi lead the good-bye song and collect name tags. Allow the children to hug and kiss the doll good-bye.

RESOURCE KIT:

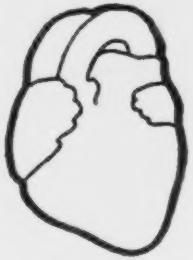
1. Use the patterns to make a lotto game in which children match pictures of internal body organs.

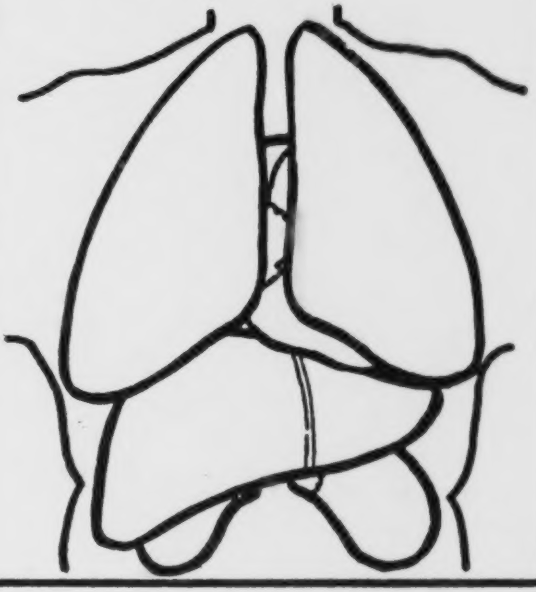
2. Use the patterns of the clothed child and body outline with internal organs to make a puzzle of inside body parts.

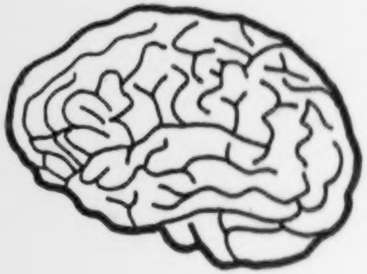
3. Use the patterns to make an anatomy apron with a t-shirt.

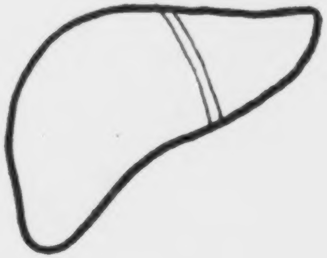
4. Use the patterns to make a flannel outline of a body and flannel body organs.

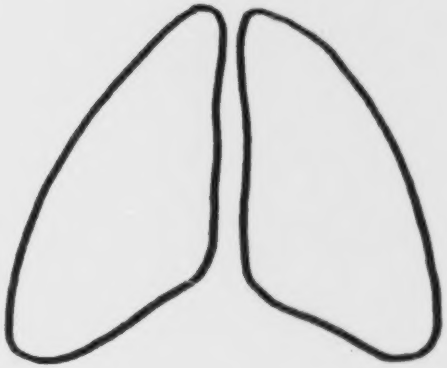
5. Trace large outlines of the children. Use the patterns to provide internal body organs for the children to glue inside their bodies.

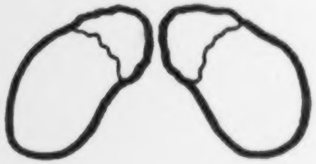




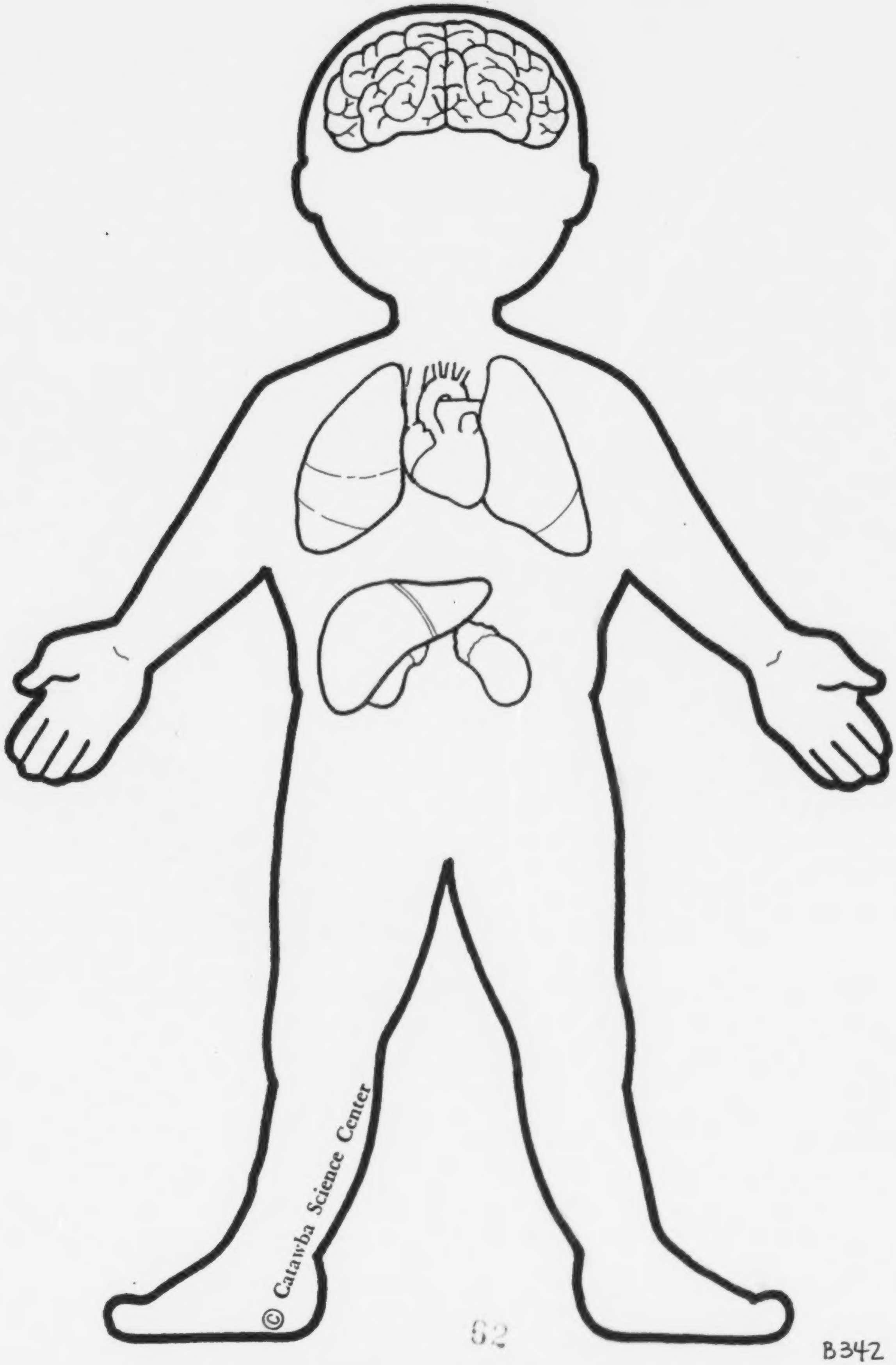




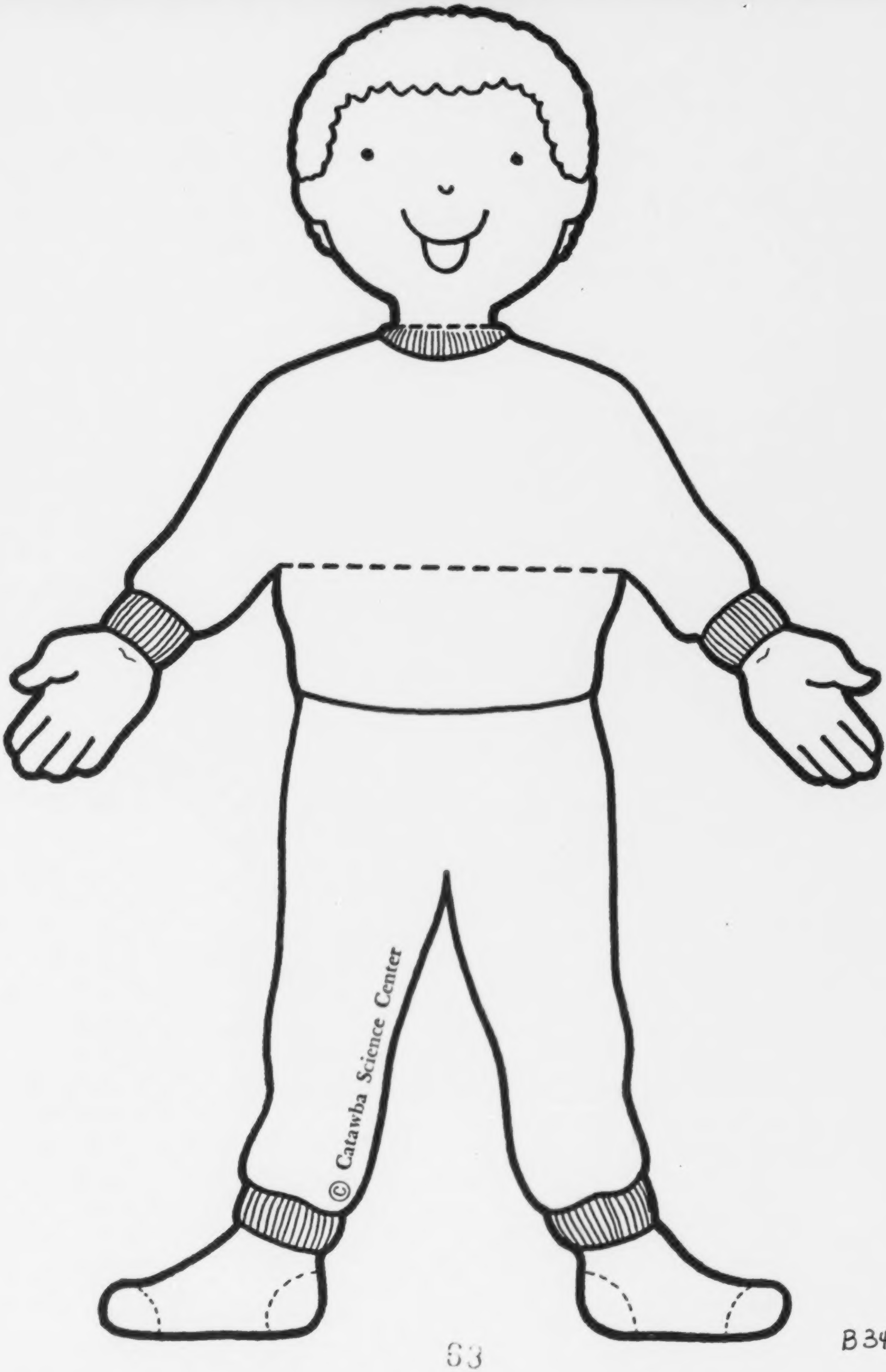




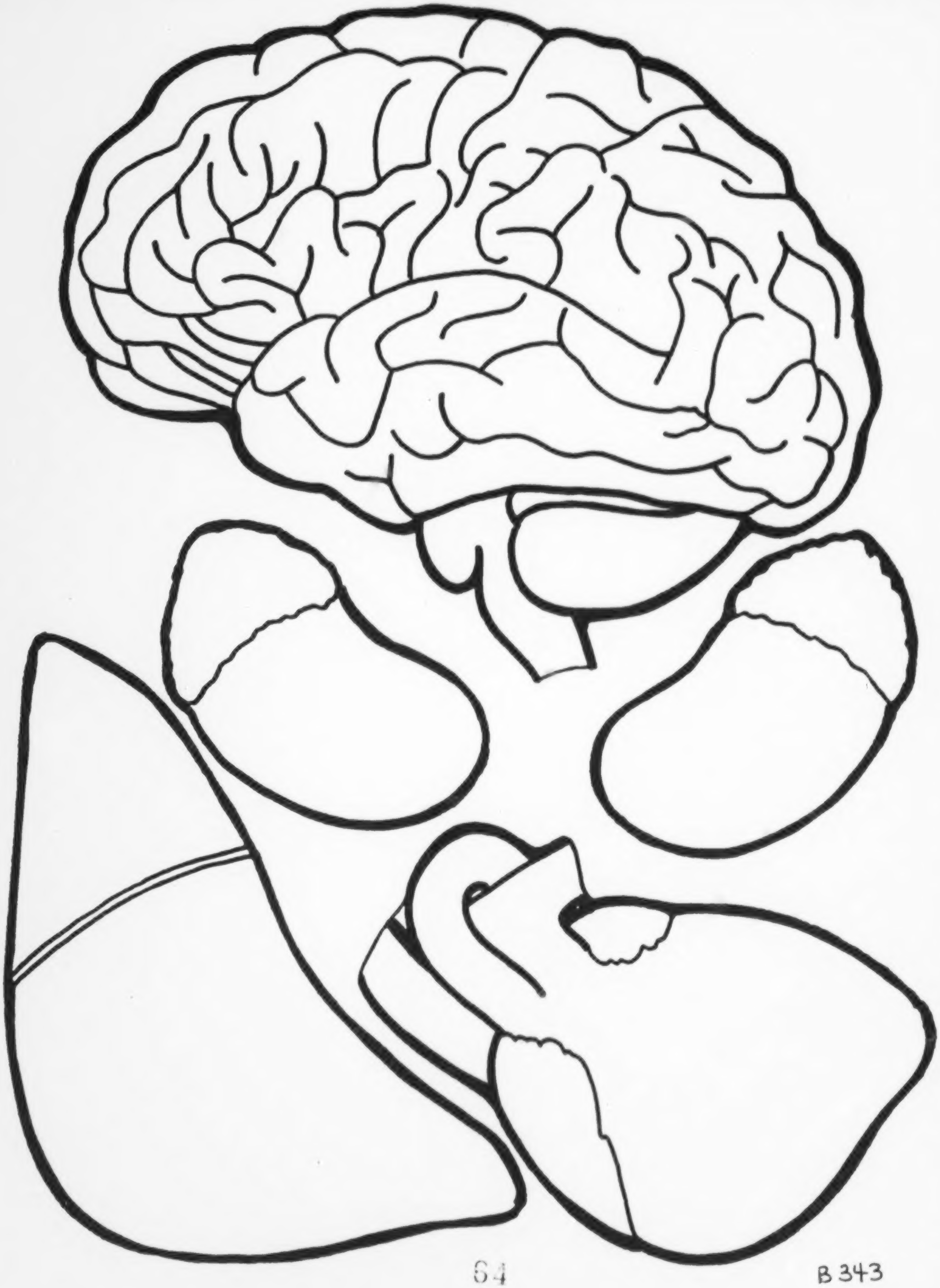
B 34H



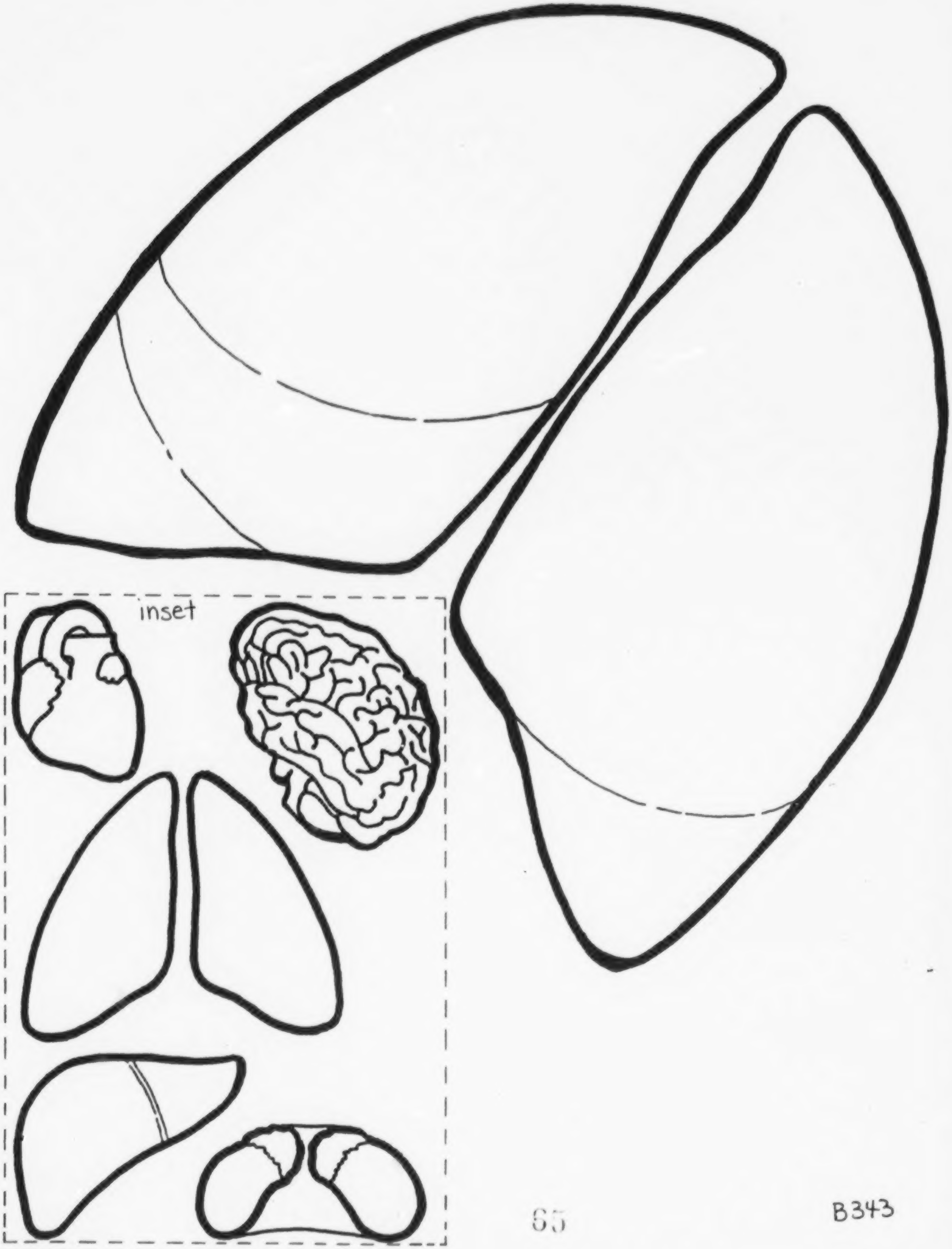
B342

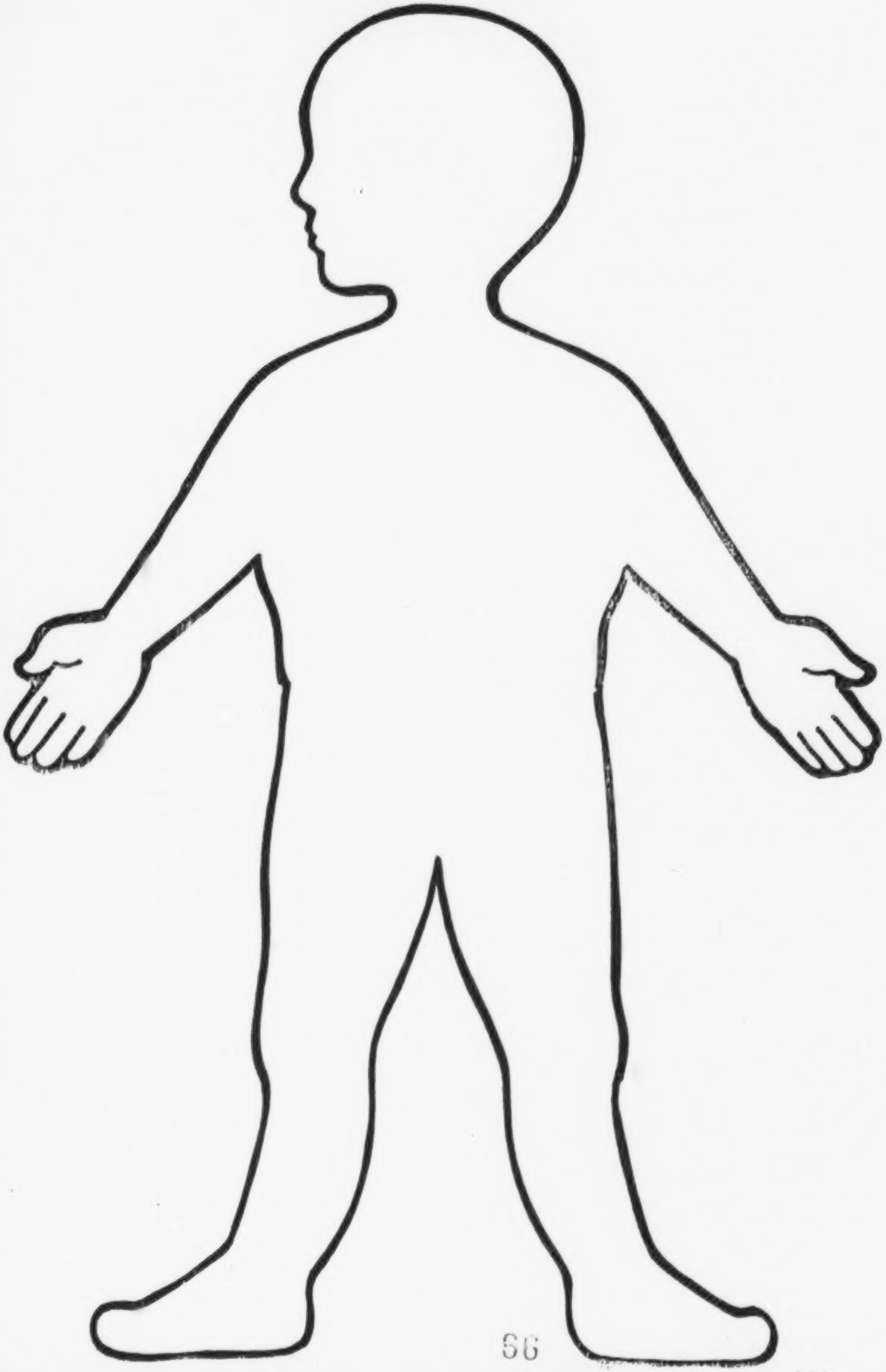


B342



B 343


inset



MY BODY

Three-Year-Olds

Session 5

CONCEPT: Doctors help me when I'm sick. (Children will become familiar with tools used by doctors; children will become familiar with how doctors and dentists help them when they are sick and help to keep them healthy.)

PROCEDURES:

1. Gather the children in a circle group. Open with a name fingerplay to distribute name tags/learn names.

2. Immediately move into a fingerplay about the doctor and how he checks body parts to introduce the day's concept.

3. Then, read My Doctor by Rockwell. Ask the children why they think we go to the doctor. Do we go just when we're sick? Discuss the reasons that we go such as immunizations and checkups.

4. Next, sort the pictures of the doctor and dentist tools. Ask the children to help you figure out what the instruments are used for and then sort them into doctor and dentist groups. Have real tools if possible too.

5. Do a body or doctor fingerplay (repeat the opening concept fingerplay or select another body fingerplay) to resettle the group and prepare to disperse to centers. Once attention is regained, explain the center options available for that day. After you have explained the centers, ask the children to choose where they would like to go. As they choose, send them on their way. Allow the children to freely play and choose another center as they finish each task. Be sure to float from center to center and interact with the children as they play to reinforce the concepts for the day. Play music from the body record while children are in the centers. The center options today are:

A. Provide the doctor and dentist puppets. Encourage children to pretend or act out being in a doctor or dentist office. Give them starters if they are having a hard time. Example: What might the doctor say if you came to see him for a sore throat? Allow 2 children at this center.

B. Provide puzzles of doctors, nurses, and dentists in a center. Let the children piece them together. Remind the children what the doctors and dentists are doing and why it's important. Let them express their views as to why they think doctors are important. Allow 6 children at this center.

C. Provide Role Reversibles and doctor kits in a center for children to slip on and dress up and pretend. Provide Zaadi as the "patient." Allow 4 children at this center.

D. Provide factual and fiction books in a center for children to read. If a child asks you to read to them, do so. Talk about the books with the children. Allow them to compare and share experiences they have had at the doctor and dentist. Allow 3-4 children at this center.

E. Provide the Community Helpers Lotto game. Ask the children to help you identify the community helpers as you play. Also have them tell how the community helpers help us in their own way. Help them identify those helpers they cannot remember. Allow 3-4 children at this center.

F. Provide two sets of the Community Helpers Flash Cards to make a matching game. Allow the children to identify the helpers as they match them, and to share what each helper does for the community. Also allow free discussion over experiences with community helpers. Allow 2-3 children at this center.

7. Two minutes before you are ready for the children to clean up turn out the lights and make an announcement to warn them to begin finishing up whatever they are working on. After two minutes, turn out lights again and ask the children to clean up. Call children back to the group circle with a song. Allow each child to share one thing they learned or played with during center time. Next, read When I See My Dentist by Kucklin. Remind the children to watch for things that we have talked about during the day, and to see if things are the same or different from their own dentist.

8. Review by sorting doctor tools from dentist tools. Let the children help you sort the tools and identify their uses.

9. Let the Zaadi doll lead the good-bye song to close and collect name tags. Allow the children to hug and kiss the doll good-bye.

RESOURCE KIT:

1. Provide Fisher Price Doctor kits for each teacher.

2. Suggest that the classroom teacher obtain doctor masks and gowns from a local hospital for use in the dramatic play center.

3. Use the pattern of the doctor to make a puzzle. Cut the picture into pieces for the children to put back together again.

4. Use the pattern of the dentist to make a puzzle. Cut the picture into pieces for the children to put back together again.

5. Use the patterns to make large teeth patterns to lace.

6. Use the patterns to make stick puppets of a doctor and dentist.

7. Use the patterns to make a lotto game in which the children match doctor tools.

8. Use the patterns to make a lotto game in which the children match dentist tools.

9. Suggest that the classroom teacher provide Cheerios to string on dental floss

10. See the teacher's resource directions to make a doctor's bag.

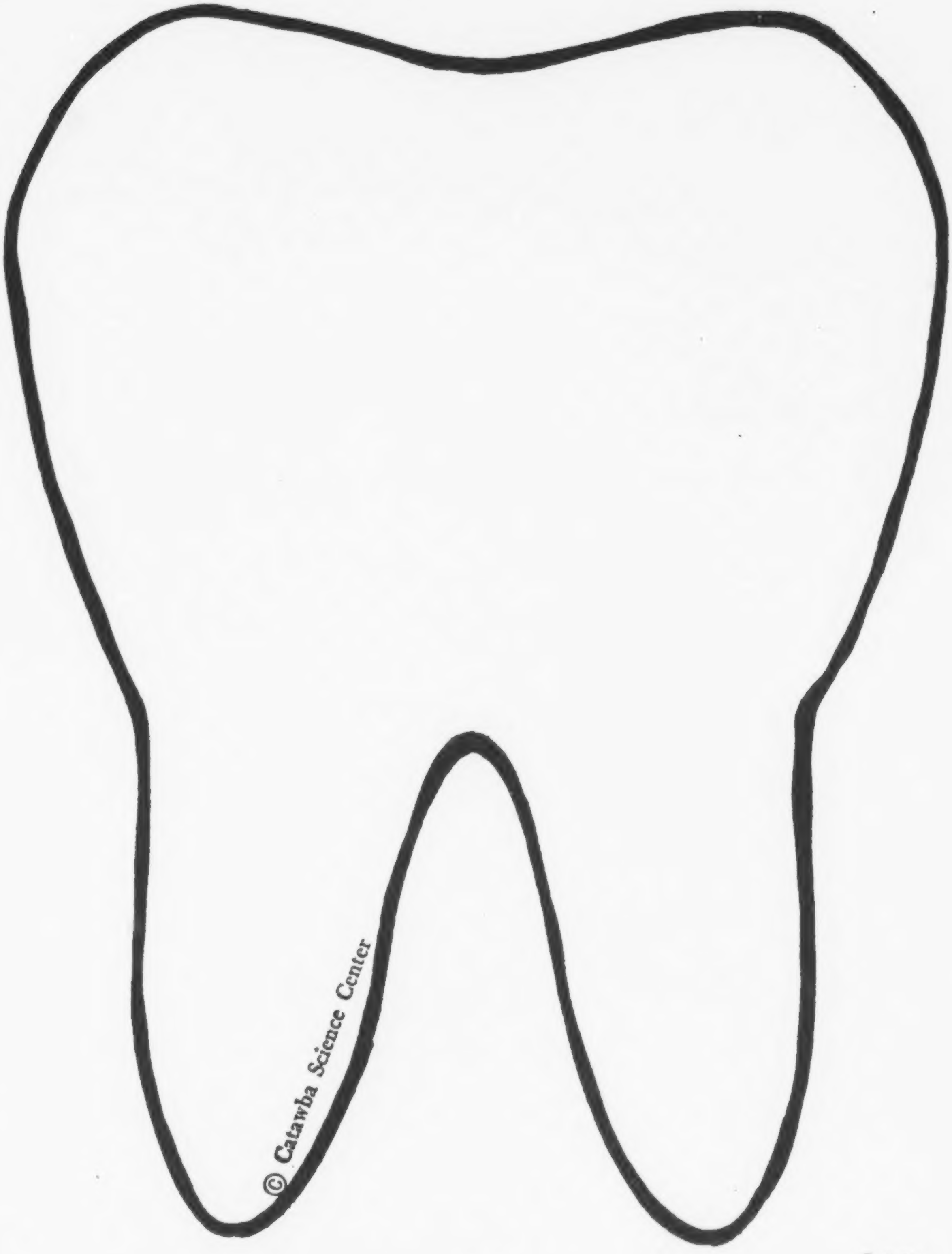
11. See the teacher's resource directions to make a nurse's hat.

12. Suggest that the classroom teacher provide materials to make a medical supplies collage (Band-Aids, tongue depressors, Q-tips, etc.)

13. Suggest the regular classroom provide a large tooth stencil for the children to trace and decorate.

B 353

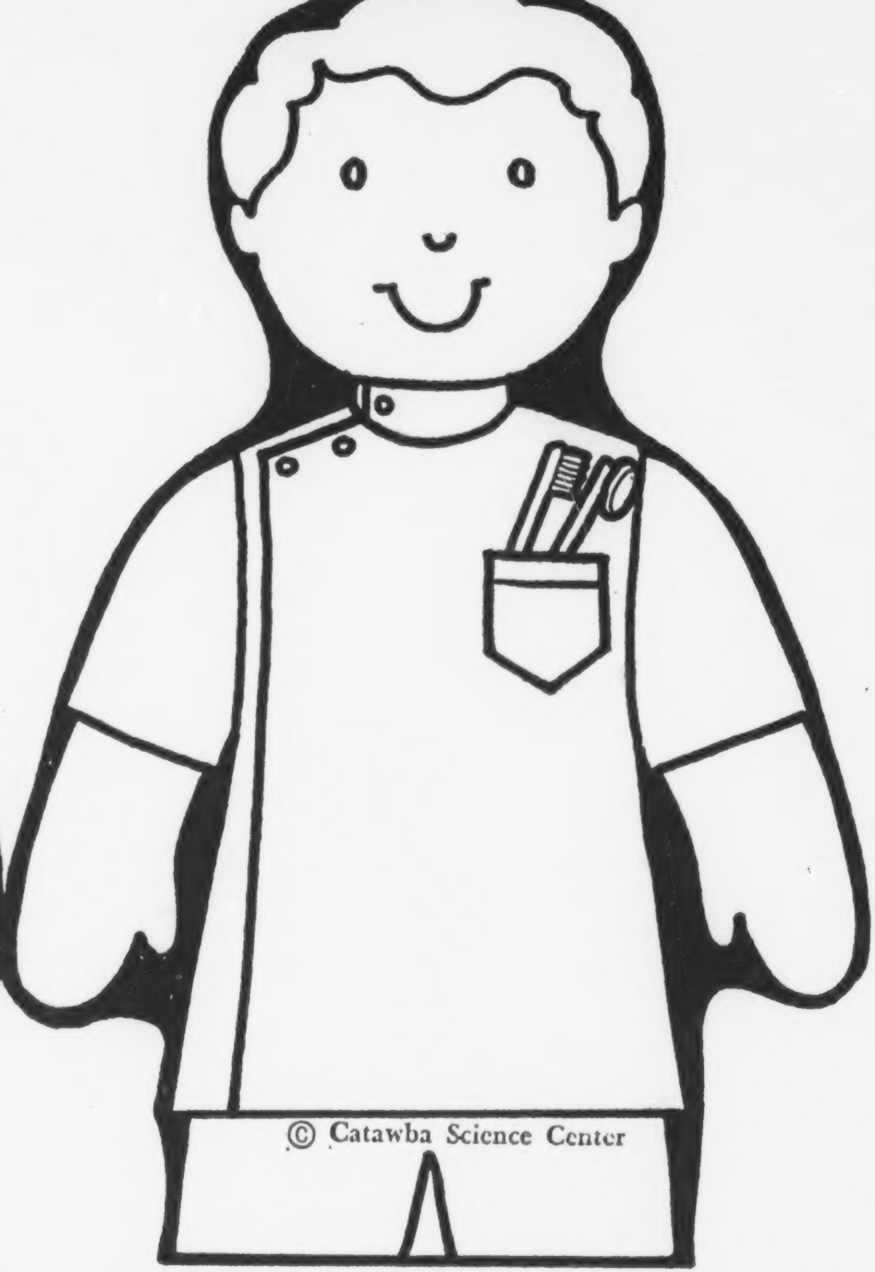
B354



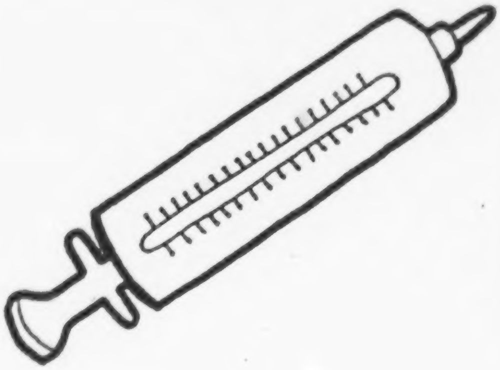
© Catawba Science Center

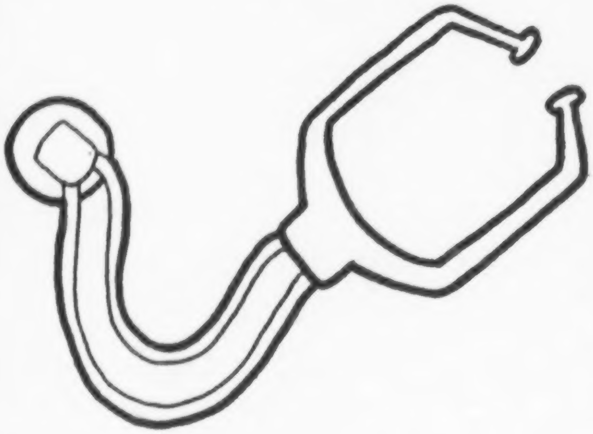
B356

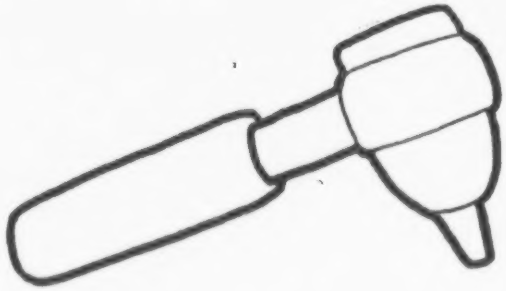
73



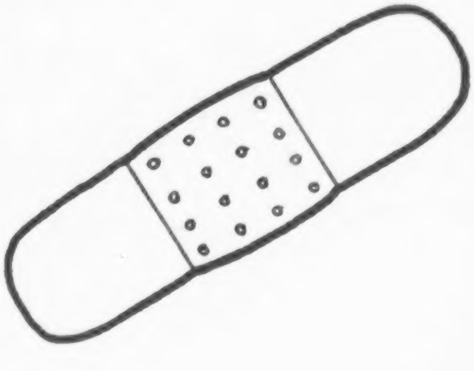
74

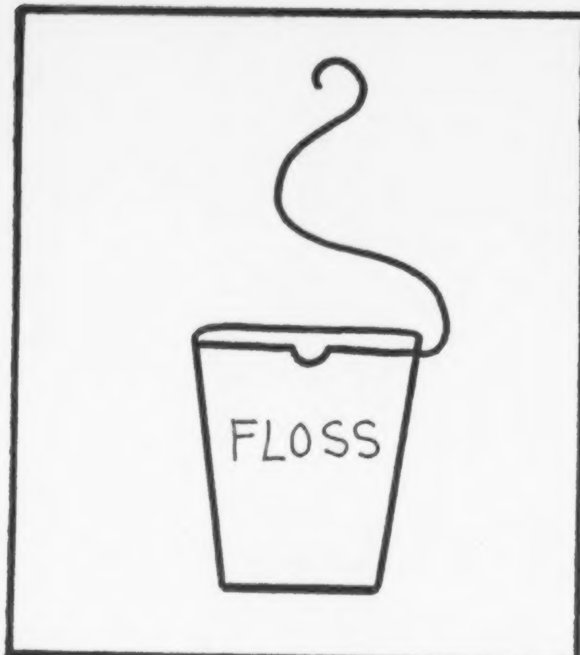


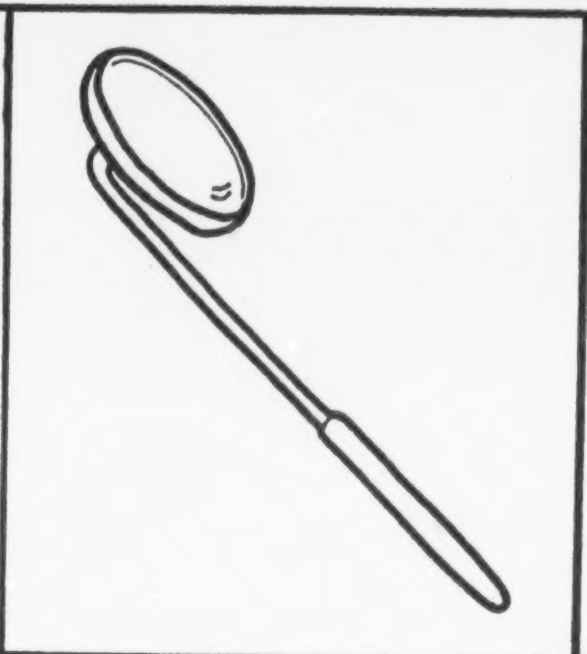


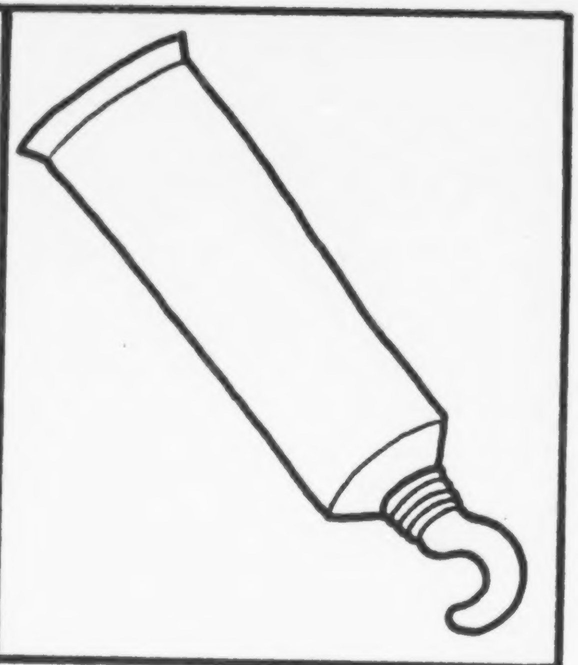


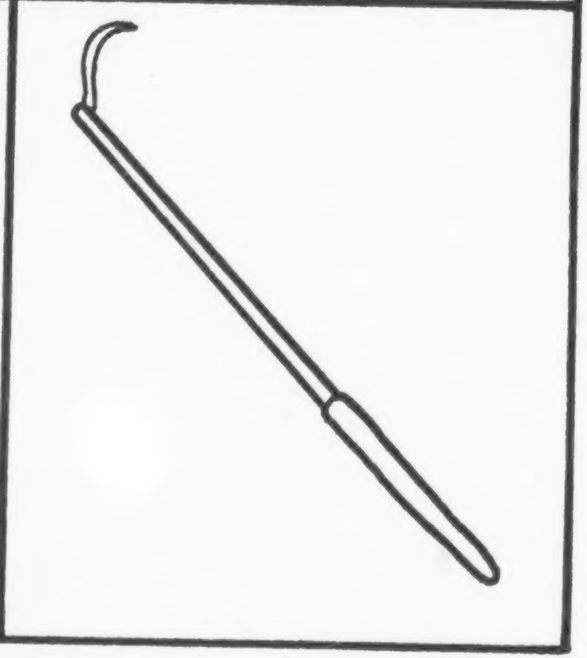
94
6
8
100
2
4
106











B 358

MY BODY

Three-Year-Olds

Session 6

CONCEPT: I can stay healthy. (Children will become familiar with good health habits and how to keep themselves well and take care of their bodies.)

PROCEDURES:

1. Gather the children in a circle group. Open with a name fingerplay to distribute name tags/learn names.

2. Immediately move into a body fingerplay to introduce the day's concept.

3. Next, do a song/activity about healthy habits. Be sure that you and the other teachers participate with the children.

4. Then, talk about doing things to stay healthy. Explain when it is important to wash your hands: before eating, after eating, after using the bathroom, before using the water table, after using the water table, etc. Practice "washing hands." Sing the ABC song with the children. Explain to them that if they sing the ABC song while they wash their hands they will have washed their hands long enough. Talk about how important it is to brush your teeth, take a bath, eat right, exercise, and buckle your seat belts.

5. Next, bring out the Zaadi Doll - talk about how when it is cold and you want to go outside, you must wear a coat. You also need to wear a coat, hat, and gloves to stay healthy and protect your body parts. Then, bring out the winter clothes with which to dress Zaadi. Ask the children to tell you what body part each piece of clothing is protecting.

6. Do a body fingerplay (repeat the opening concept fingerplay or select another body fingerplay) to resettle the group and prepare to disperse to centers. Once attention is regained, explain the center options available for that day. After you have explained the centers, ask the children to choose where they would like to go. As they choose, send them on their way. Allow the children to freely play and choose another center as they finish each task. Be sure to float from center to center and interact with the children as they play to reinforce the concepts for the day. Play music while the children are in the centers. The center options today are:

A. Provide fact and fiction books about staying healthy for the children to read. Read to the children at their request. Ask them to share experiences they have about trying to stay healthy. Allow 3-4 children at this center.

B. Provide four Good Habits puzzles in center. As the children work the puzzles, ask them to talk about what the good habits are. Ask them to share how they can have good habits at home and school. Allow 3-4 children at this center.

C. Provide a Dress for the Weather flannel set. Have children identify the flannel pieces as they put them on the board. Also, question them about the importance of wearing warm clothes when it is cold outside. If they cannot remember, remind them that you must wear warm clothes to protect your body parts. Allow 2-3 children at this center.

D. Provide the Make-A-Meal puzzle set for children to make their own healthy meals. Talk to children about foods that make them healthy. Allow 2-3 children at this center.

E. Provide the Zaadi doll in a center for the children to play with. Encourage discussion about body parts, and how to keep our bodies healthy. Allow 2 children at this center.

F. Provide a large model of teeth and a brush for children to practice brushing. Encourage discussion on why it is important to brush our teeth. Allow 2 children at this center.

8. Two minutes before you are ready for the children to clean up turn out the lights and make an announcement to warn them to begin finishing up whatever they are working on. After two minutes, turn out lights again and ask the children to clean up. Call children back to the group circle with a song. Allow each child to share one thing they learned or played with during center time.

9. Next, review with the large pictures of healthy habits. Allow the children to share different healthy habits that they now know they can do.

10. Let the Zaadi doll lead the good-bye song and collect name tags. Allow the children to hug and kiss the doll good-bye.

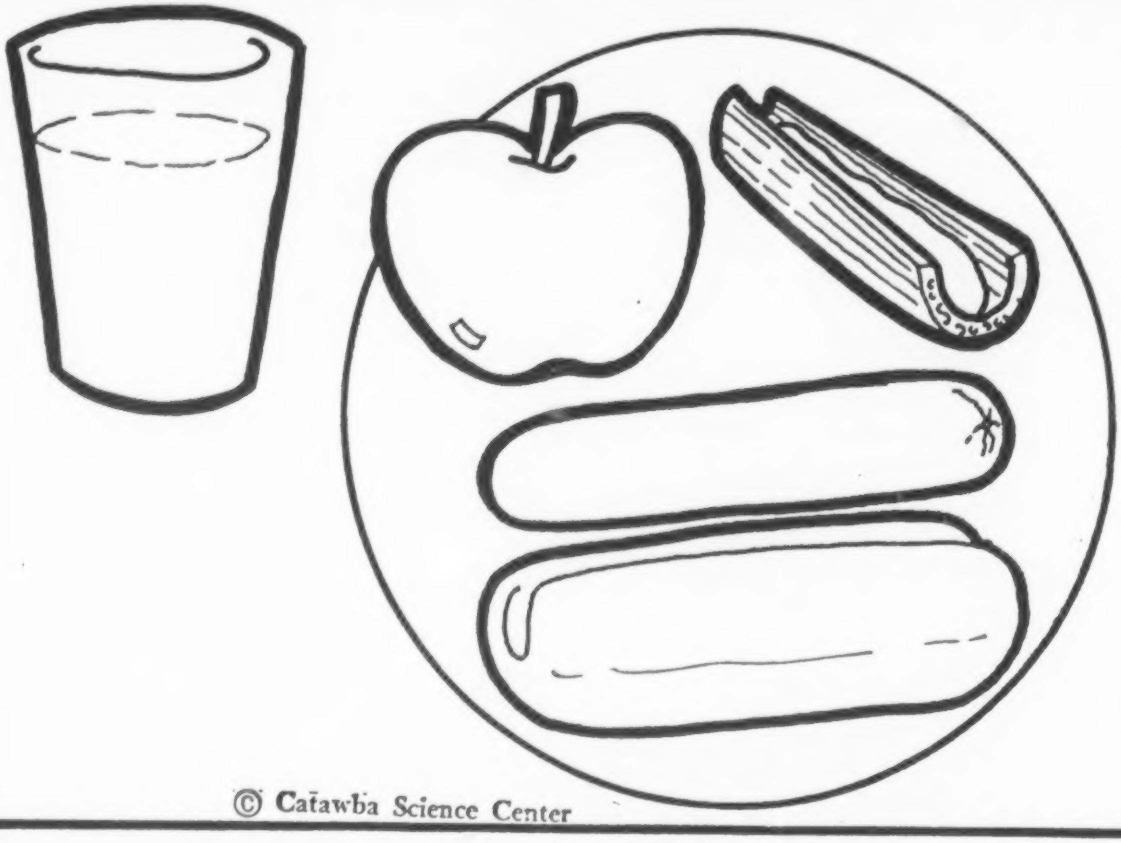
RESOURCE KIT:

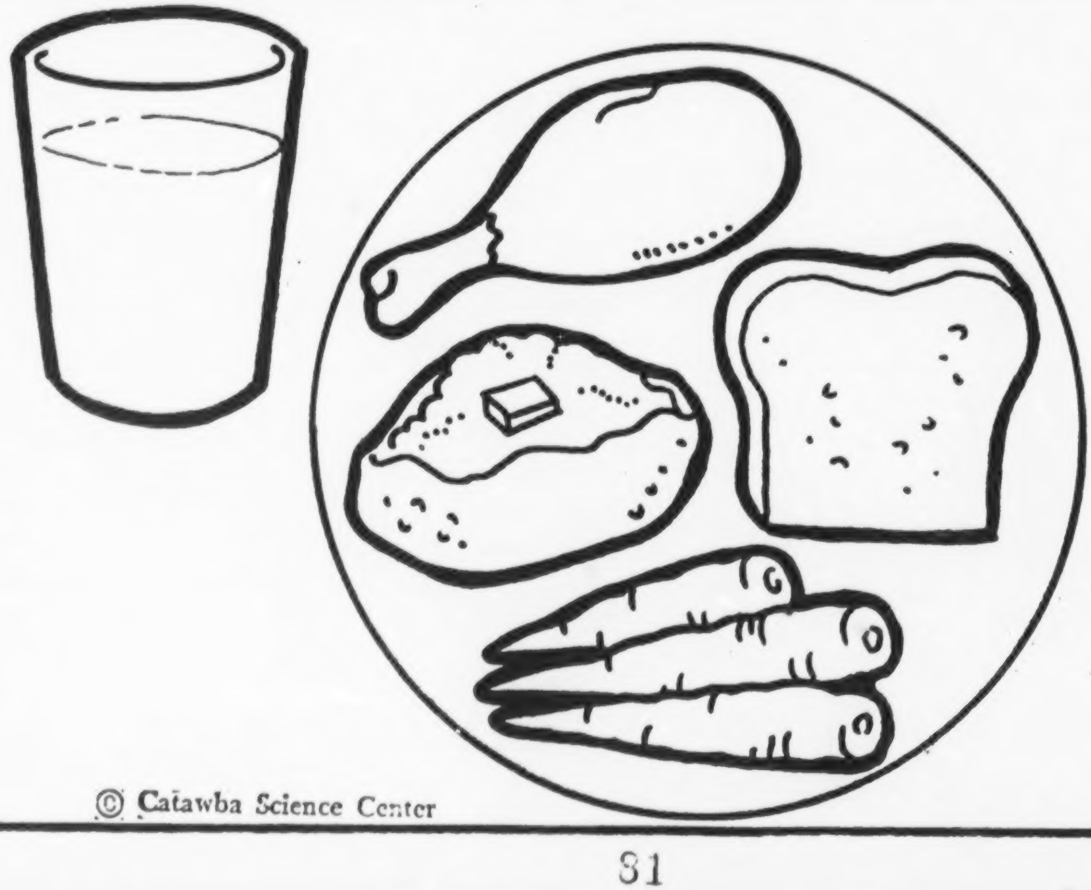
1. Use the patterns of "meals" to make menus for home living.

2. Use the patterns to make a seasonal weather dress-up game.

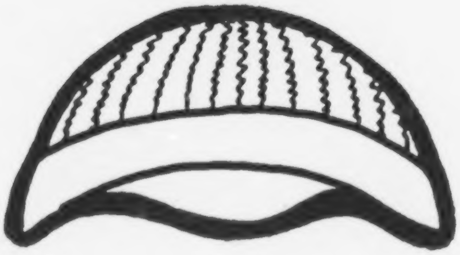
3. Use the patterns and sort foods into broad groups: vegetables, fruits, meats, breads.

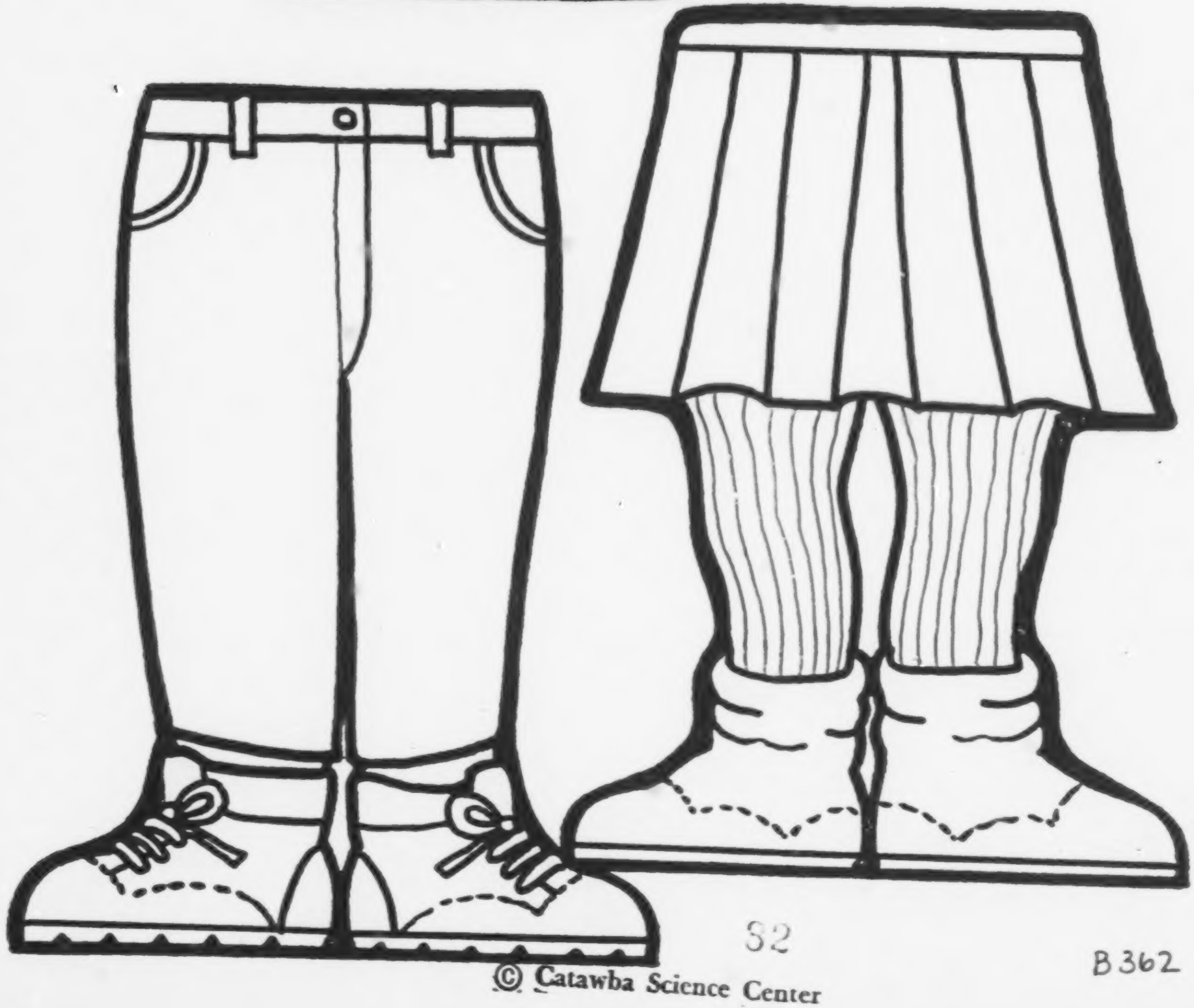
4. Use the patterns to make a healthy habits lotto in which the children match pictures of children engaging in healthy habits.



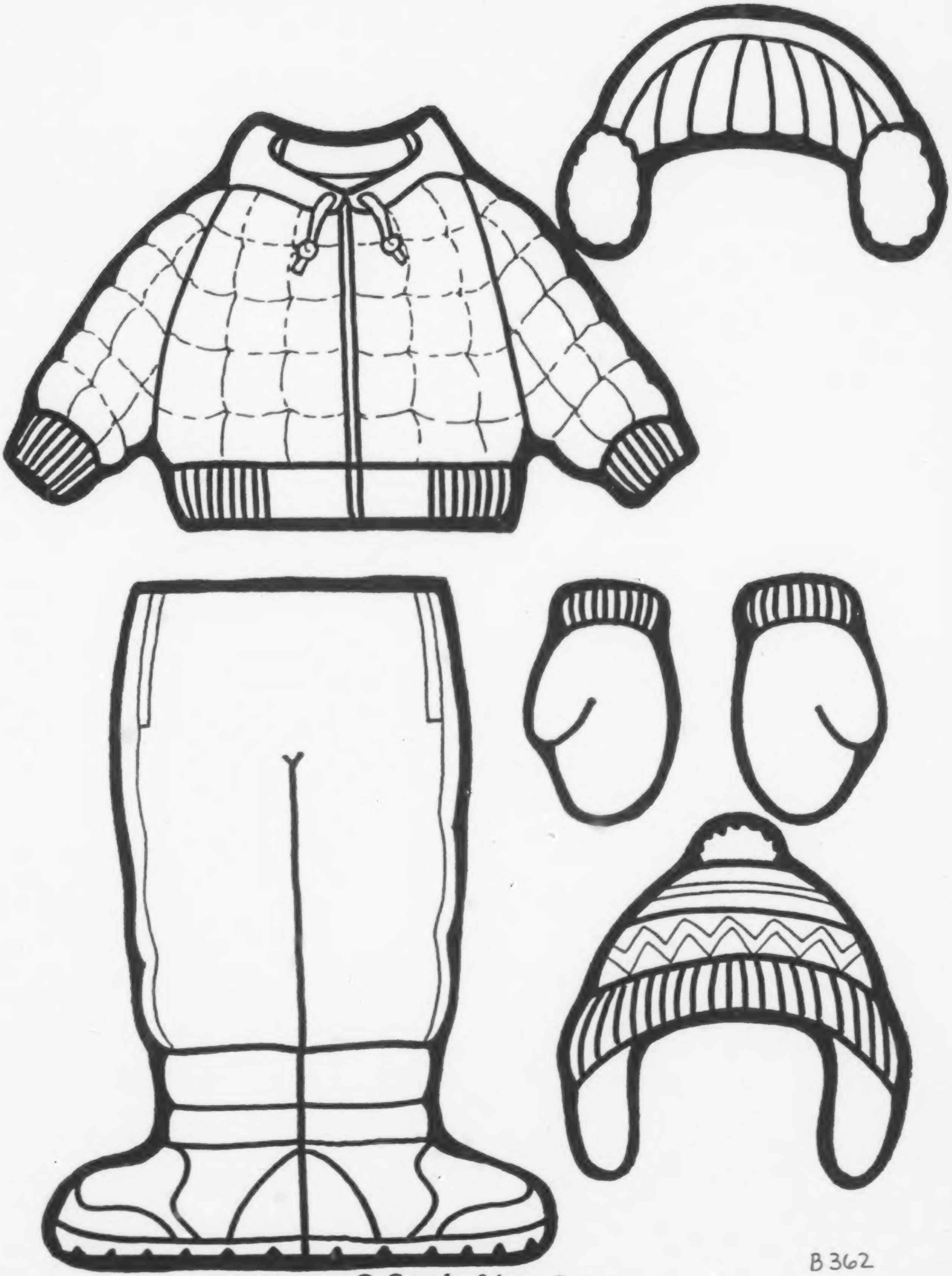


B 361

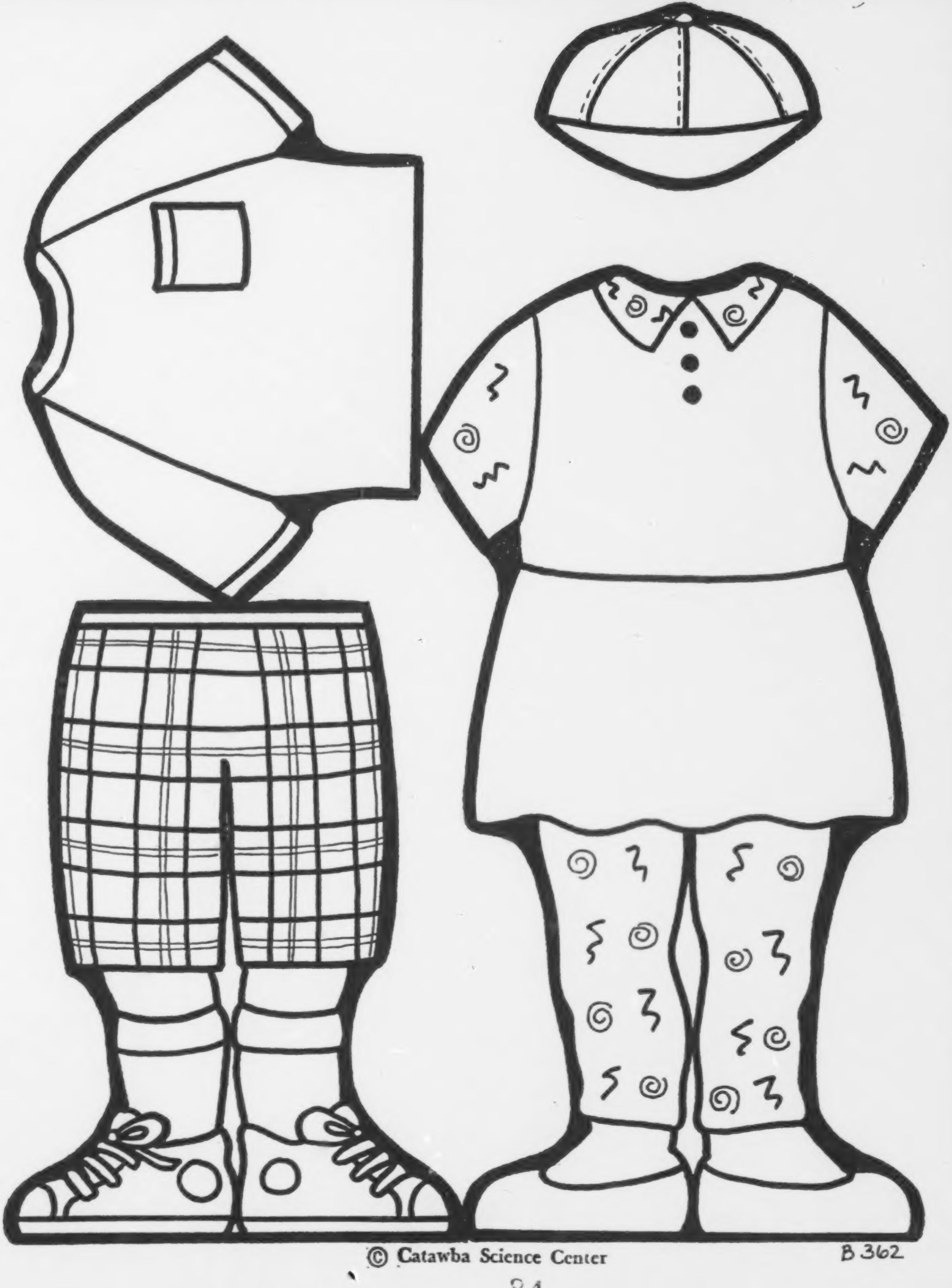




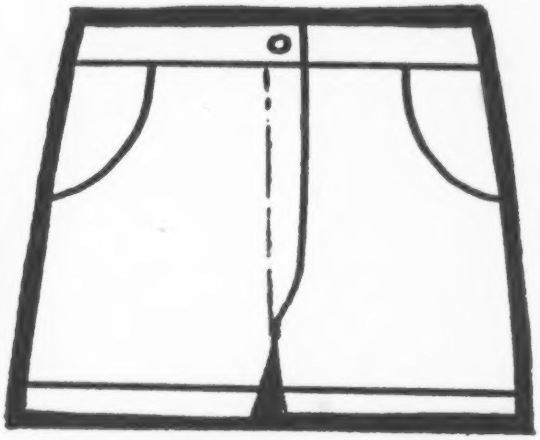
B 362

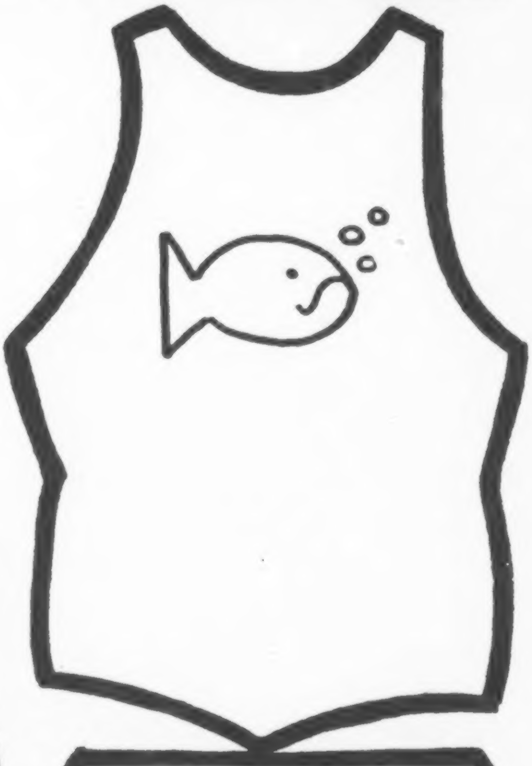


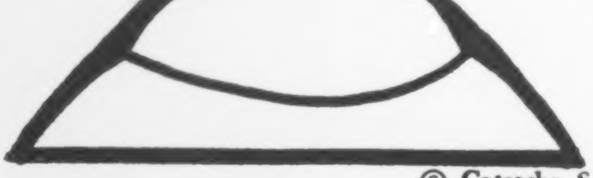
B362

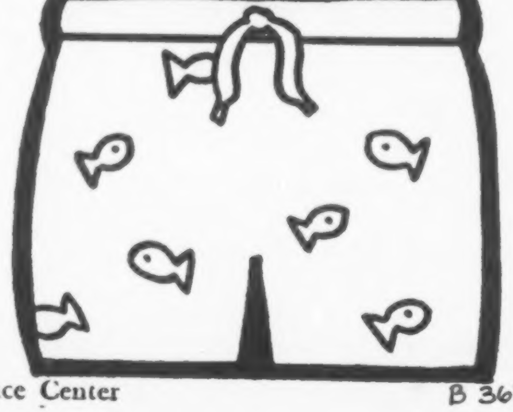


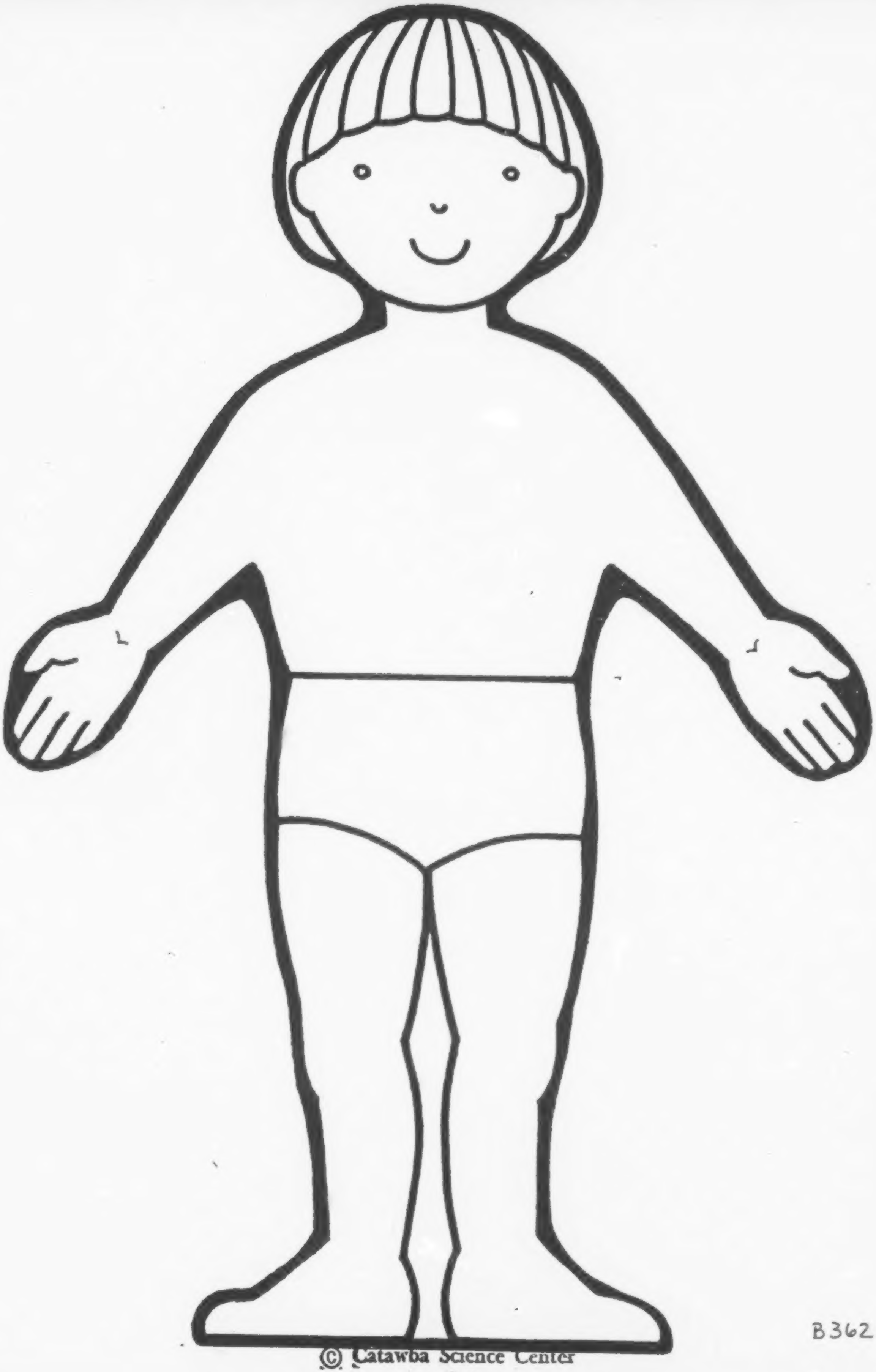
B 362



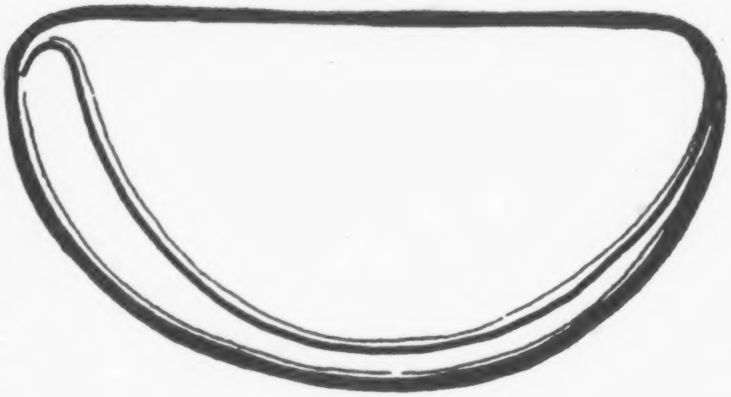


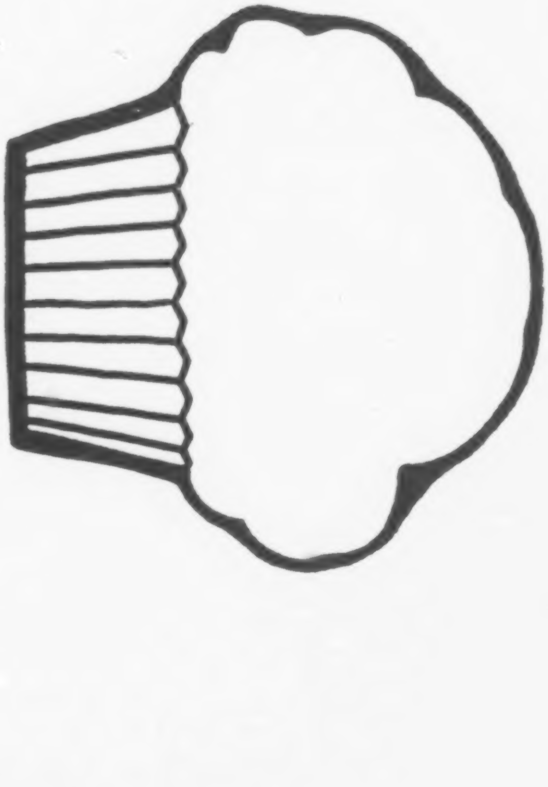


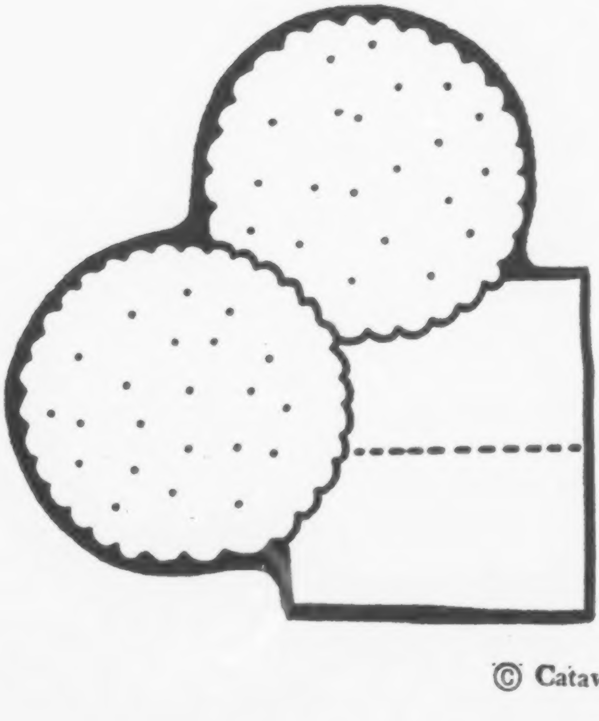




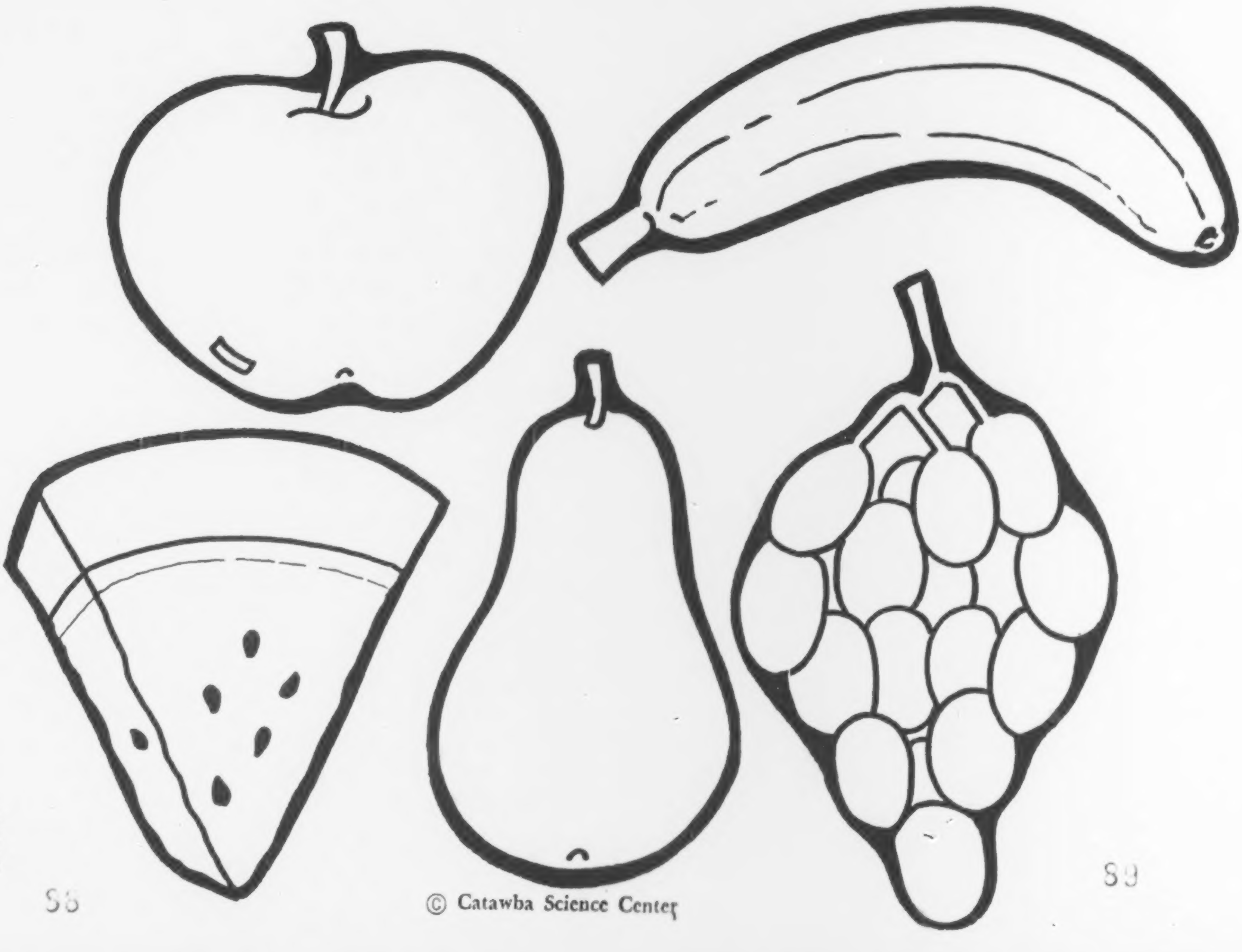
B362

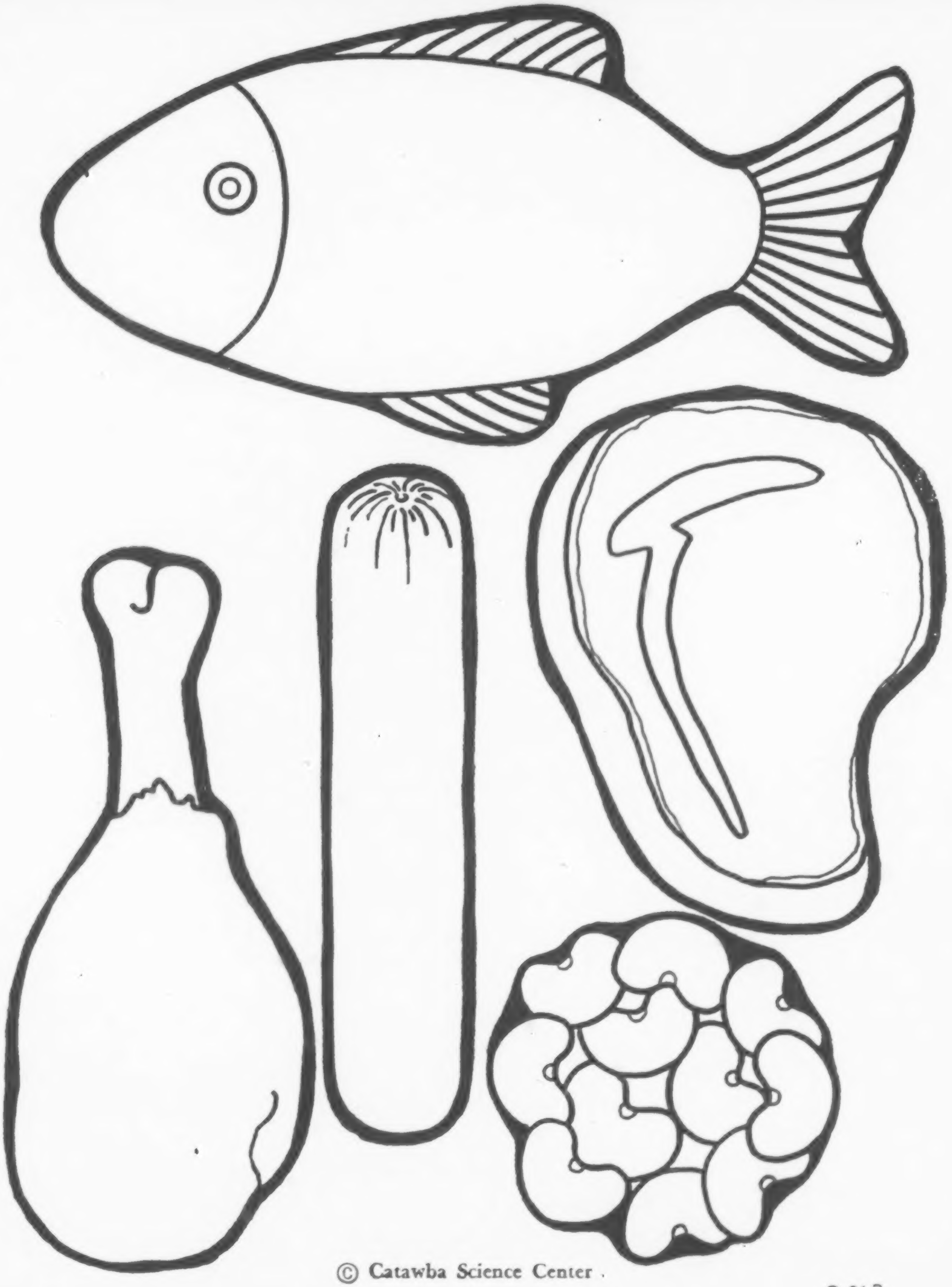




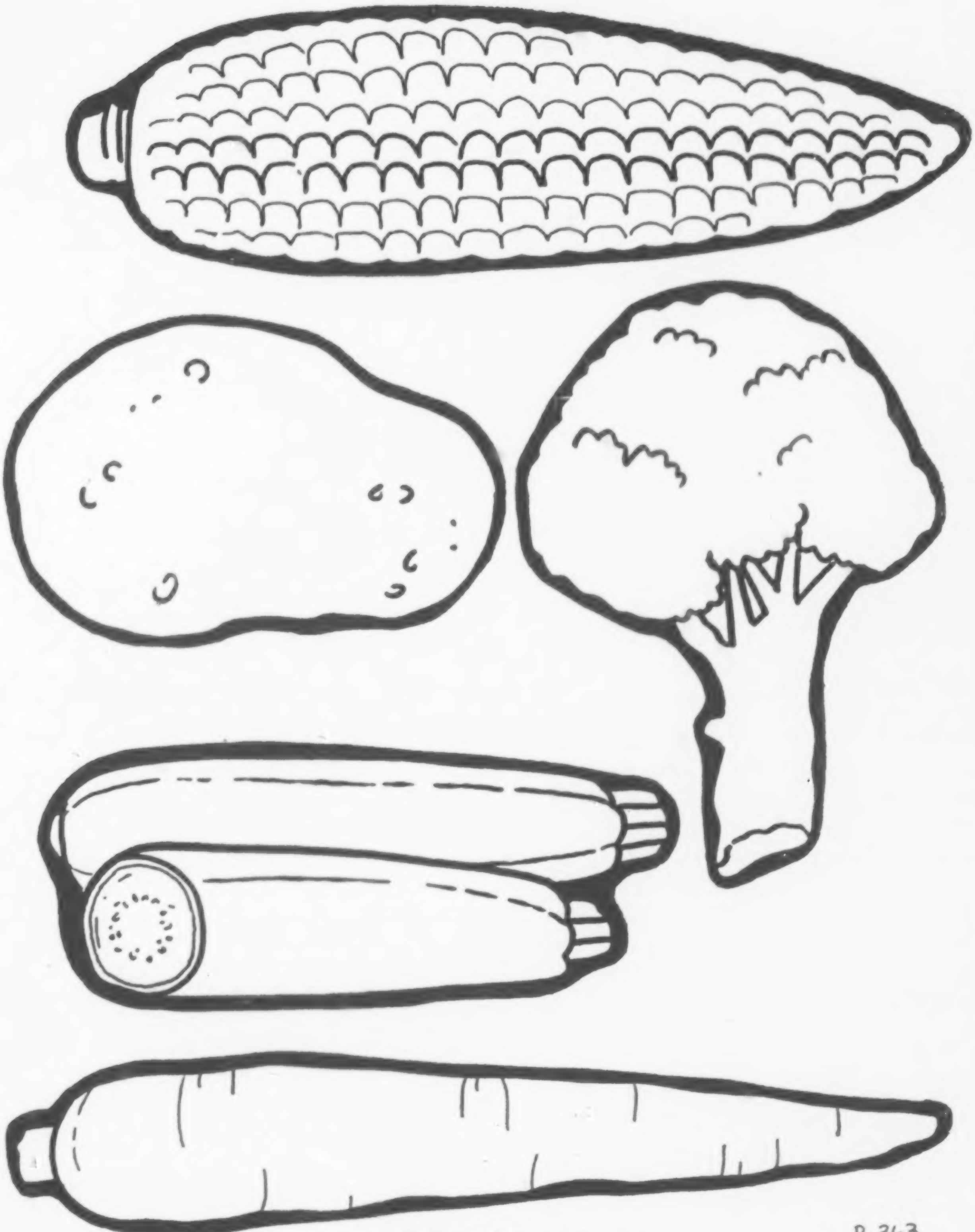


B363





B363



B 363

B 364

My Body

Teacher Resource Activities

Three-Year-Olds

MY BODY
Resource Kit
Three-Year-Olds

Session 1: My body has many parts.

1. Use two copies of the pattern numbered B311. Use one of the sheets with pictures of external body parts as a lotto board. Cut up the other sheet into cards for children to match to the lotto board. Be sure to color both sheets exactly the same. To increase the level of difficulty, the cards on both sheets can be cut and matched.

2. Use one copy of each of the patterns numbered B312. Cut out the assorted body parts and attach flannel tape or Velcro in order to use the pieces on the flannel board. Children can put the body together at the flannel board. Help children name the body parts as they build the body.

3. Use one copy of the pattern numbered B313. Cut out the assorted face parts and attach flannel tape or Velcro in order to use the pieces on the flannel board. Children can build faces at the flannel board.

4. Use one copy of each of the patterns numbered B314. Leave the outline of the body in one piece. Cut apart the separate body parts that fit the whole body outline. Ask children to place the pieces in the correct place on the body outline. Remind children of the names of the body parts.

5. Use one copy of each of the patterns numbered B315. Leave whole the sheet with pictures of the various body parts. Cut apart the sheet that shows clothing that belongs to those body parts. The children play the lotto game by covering each body part with the corresponding piece of clothing.

6. Use two copies of the pattern numbered B316. Use one of the sheets with mixed up faces as a lotto board. Cut up the other sheet into cards and have children match to the pictures on the lotto board. Be sure to color both sheets exactly the same. To increase the difficulty level, cut both sheets into cards and let children match.

7. Let children help make a child sized stuffed doll. Pin a child's shirt to a pair of child's pants. Stuff pants and shirt with plastic garbage bags. Draw a face on one side of a small, plastic garbage bag. Be sure the "chin" is oriented toward the bag opening. Draw (or glue yarn) hair on top, sides, and back. Stuff the bag with plastic garbage bags. Once everything is stuffed, pin "head" to inside of shirt with safety pins. Pin gloves to the sleeves of the shirt. Pin socks to the pant legs. Use this doll to reinforce body parts. As an option, one doll can be made with each child.

8. Make handprints at the art center. Have children place hands in shallow dish of paint and then onto paper. This activity can also be done as a class mural.

9. Make footprints at the art center. Have children place feet in shallow dish of paint and then onto paper. Be sure to provide buckets of water for cleaning feet.

10. Make fingerprint pictures at the art center. Let each child dip each of their fingers into paint and then onto paper.

11. Give each child a paper with a large oval drawn on it. Let each child draw their own facial features inside the oval.

12. Let children freely use the face pads at the art center. These can also be used to make matching games.

13. Place the people shaped sponges at the art center. Let children freely paint with these on paper at the easel and at tables.

14. Let the children use the hand pads freely at the art center.

Session 2: My body parts do many things.

1. Use one copy of each of the patterns numbered B331. Leave one of the sheets of bodies in motion as a lotto board. Cut apart the other sheet so that children can use for matching to lotto board. Be sure to color both sheets exactly the same. To increase the level of difficulty, cut apart both sheets and let children match.

2. Use two copies of the pattern numbered B322. Leave one of the moving body parts sheets as a lotto board. Cut apart the other sheet so that children can match these cards to the lotto board. Be sure to color both sheets exactly the same.

3. Use one copy of each of the patterns numbered B323. Cut apart the parts of the body. Attach the body parts at the hinges with brads. The body parts can also be traced and cut out of felt. Attach the felt body parts with a button on one end and a slit cut into the other end of each hinge.

4. Use one copy of each of the patterns numbered B324. Cut the body action cards apart. Use these to show children actions for them to imitate. Talk about the various body parts they must use for each action.

5. Use the people pads to make moving figures for each child by cutting the people shapes apart at joints and reattaching with brads.

Session 3: My skeleton inside me.

1. Use one copy of each of the patterns numbered B331. Leave the sheet of animal skeletons whole and use as a lotto board. Cut apart the sheet of animals that belong to the skeletons. Let children match. To increase difficulty, cut both sheets apart.

2. Use one copy of each of the patterns numbered B332. Leave whole the sheet with the body outline. Cut apart the sheet with the small skeleton body parts. Let children place the skeleton parts inside the body outline where they belong.

3. Use one copy of each of the patterns numbered B333. Cut apart the large skeleton body parts. Cut apart the body parts with clothing on them . Have children first build the skeleton puzzle and then build the clothed body parts puzzle on top of the skeleton.

4. Use one copy of each of the patterns numbered B334. Leave the skeleton body parts sheet as a lotto board. Cut apart the outside body parts sheet into cards for children to match to the lotto board.

5. Use one copy of each of the patterns numbered B335. Cut out the whole body outline and use as a pattern to make a flannel body out of skin colored flannel or felt. Cut apart the skeleton pieces and back with flannel tape or Velcro to make pieces that will attach to the flannel body. Let children put the body on a flannel board and build the skeleton on top of it.

6. Use one copy of the pattern numbered B336. Cut the large skull pattern for the children to use as a puzzle. It can be cut into three or four strips which can be pieced together by the children. To increase the level of difficulty, cut the puzzle into more pieces.

7. Let children use the skull shaped sponge to paint with at the art center. Fold several paper towels and place in a shallow dish. Pour in paint until saturated by towels. Stamp skull onto paint and then onto paper.

8. Let children make x-ray hand prints. Trace around each child's hands onto a piece of black paper. Next, dip the child's hands into thinned white paint. Place the child's hands back onto the paper within the outline of his hands.

9. Make accordion skeletons. Trace a skull shape onto paper. Let children cut out. Cut strips of paper for the skeleton's arms and legs (9" x 1"). Cut strips of paper for the skeleton's body (12" x 1"). Let children fold accordion style. Glue arms and legs to body and then glue body onto the skull.

10. Make skeletons from drinking straws. Trace a skull shape and let children cut out. Provide drinking straws into various lengths. Let children build their own skeleton by gluing straws onto black paper in a skeleton shape. Provide a real skeleton or a picture of a skeleton as a model.

11. Place the skeleton stickers in the art center for children to use freely. These may also be used to make matching games.

Session 4: My body parts inside me.

1. Use two copies of the pattern B341. Use one of the inside body parts sheets as a lotto board. Cut up the other one and let children match to the lotto board. Be sure to color both sheets exactly the same.

2. Use one copy of each pattern numbered B342. Leave whole the body outline showing inside body parts. Cut the clothed body around the outline of the body. Cut apart at the dotted lines to

divide body into three sections. Let children place each section on top of its appropriate inside body part.

3. Use one copy of each pattern numbered B343. Cut apart the large inside body parts for the anatomy apron. Trace each one on the appropriate place on a T-shirt. Place shirt on table for children to match each body parts to its outline. The T-shirt can also be made into an anatomy apron by sewing or gluing Velcro onto each piece and it's outline on the shirt. (Save the small internal organs inside the inset for the activity below.)

4. Use one copy of pattern B344 and the small internal organs from pattern B343. Cut out the large body outline and trace onto flesh colored felt or flannel. After coloring and laminating small inside body parts pieces (insert), attach flannel tape or Velcro to the back of each. Let children place inside body parts on flannel person.

5. Trace a large outline of each child on paper. Use the pattern number B343 from activity #3 to provide internal body parts that children can place inside the outline of their own bodies.

Session 5: Doctors help me when I'm sick.

1. Let children play freely with the doctor kit. Encourage them to help each other or dolls who are sick. Help children play together, take turns, and compromise.

2. Real doctor masks and gowns are sometimes available for free from hospitals and clinics. Contact one to ask about discards.

3. Use one copy of the pattern numbered B353. Color the sheet with the doctor and his tools. Cut into pieces. Let children put together as a puzzle. Cut into three or four strips to make the puzzle easy. To increase difficulty, the puzzle can be cut into more pieces.

4. Use one copy of the pattern numbered B354. Color the sheet with the dentist and his tools. Cut into pieces for children to use as a puzzle.

5. Use one copy of the pattern B355. Give a copy of the large tooth pattern to each child. Use a hole punch to make holes around the outside edge of the tooth. Let children lace with dental floss.

6. Use one copy of the pattern numbered B356. Copy the doctor and dentist figures for children to color and make into stick puppets. Encourage story telling with the puppets.

7. Use one copy of the pattern numbered B357. Use one of the sheets of doctor's tools as a lotto board. Cut up the other sheet into cards for children to match to lotto board. Be sure to color each sheet exactly the same.

8. Use two copies of the pattern numbered B358. Use one of the sheets of dentist's tools as a lotto board. Cut up the other sheet into cards for the children to match to lotto board. Be sure to color each sheet exactly the same.

9. Let children string Cheerios onto a piece of dental floss. To start each strand, tie a Cheerio to one end of the floss. String remaining Cheerios on. Untie floss from Cheerios and tie ends of floss together.

10. Make a doctor's bag. Fold a 12" x 18" piece of black paper in half and staple down the sides. Punch two holes at the top several inches apart. Attach black yarn through the holes for the handle. Cut out a large red cross to put on the bag. Place Band-Aids, tongue depressors, and cotton balls inside.

11. Make a nurse's hat. Provide precut large, white triangles. Make a two inch crease along the longest edge. Staple the three corners of the triangle together. Paste or draw a red cross on the front.

12. Provide materials for children to make a collage. Include items such as Band-Aids, tongue depressors, Q-tips, gauze, and cotton balls.

13. Use the large tooth pattern (in #5) as a stencil for children to trace. Provide materials that children can use to decorate their tooth.

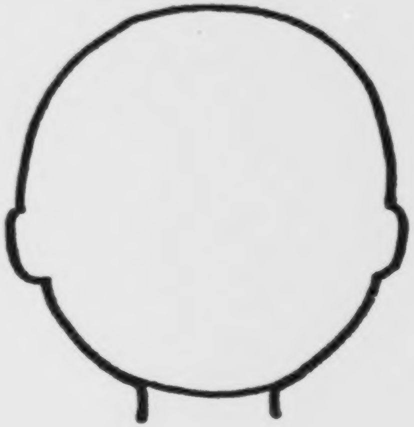
Session 6: I can stay healthy.

1. Use one copy of each of the patterns numbered B361. Color and cut the cards of foods apart. Glue onto construction paper to make menus for the Home Living Center. Talk with children about healthy food choices.

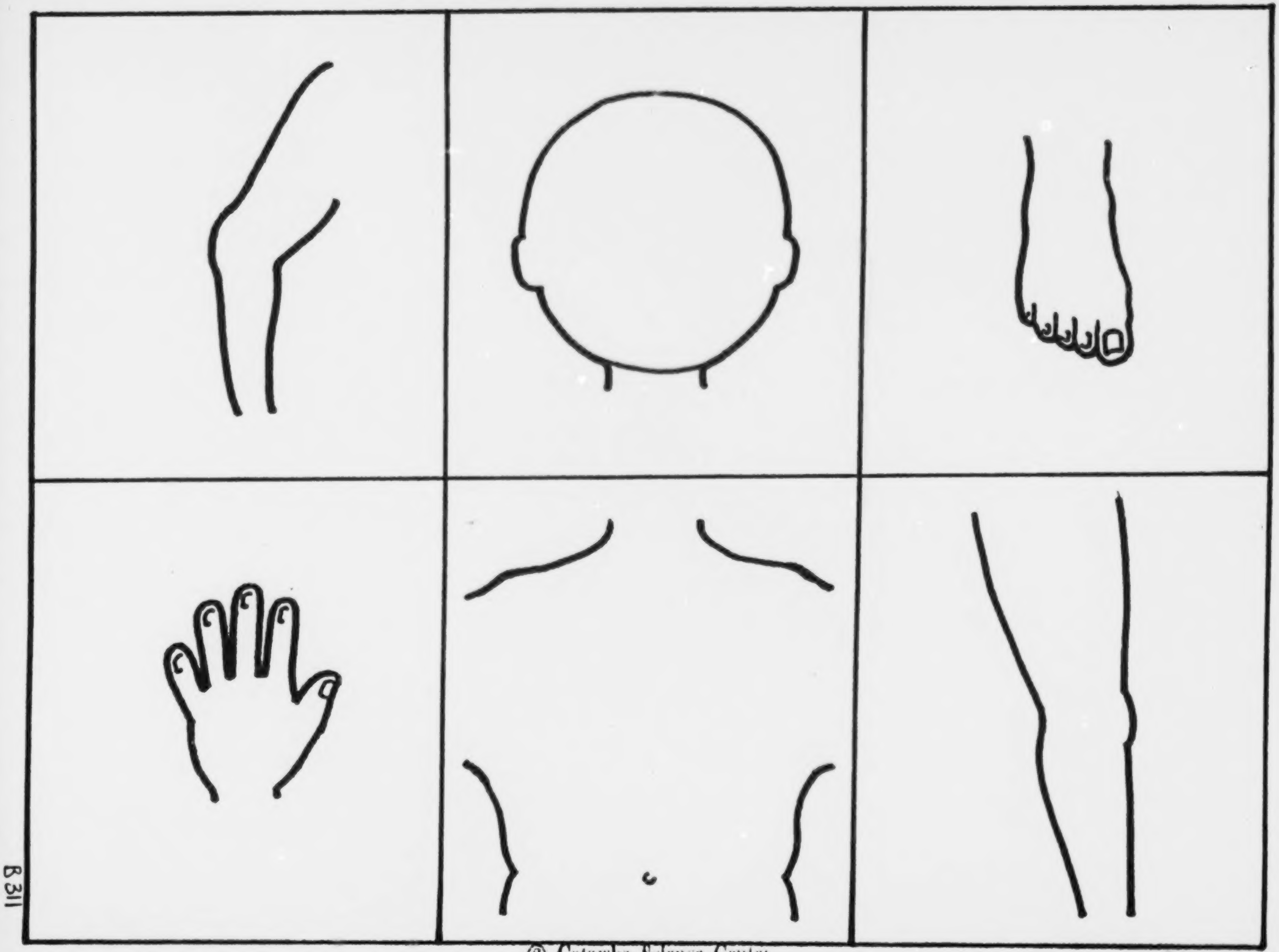
2. Use one copy of each of the patterns numbered B362. Color and cut apart the various pieces of clothing. Each set represents a different season. Let children use clothing with unclothed child's body. Talk with children about dressing appropriately for the weather.

3. Use one copy of each of the patterns numbered B363. Color and cut apart the pictures of food. Let children sort into breads, fruits, vegetables, and meats. To help children sort, provide 4 buckets, boxes or laminated lunch bags each decorated with a picture of an item from a food group. Let children sort the pictures into correct containers.

4. Use two copies of the pattern numbered B364. Leave one of the sheets of healthy habits to use as a lotto board. Cut apart the other sheet and let children match. Be sure to color both sheets exactly the same.

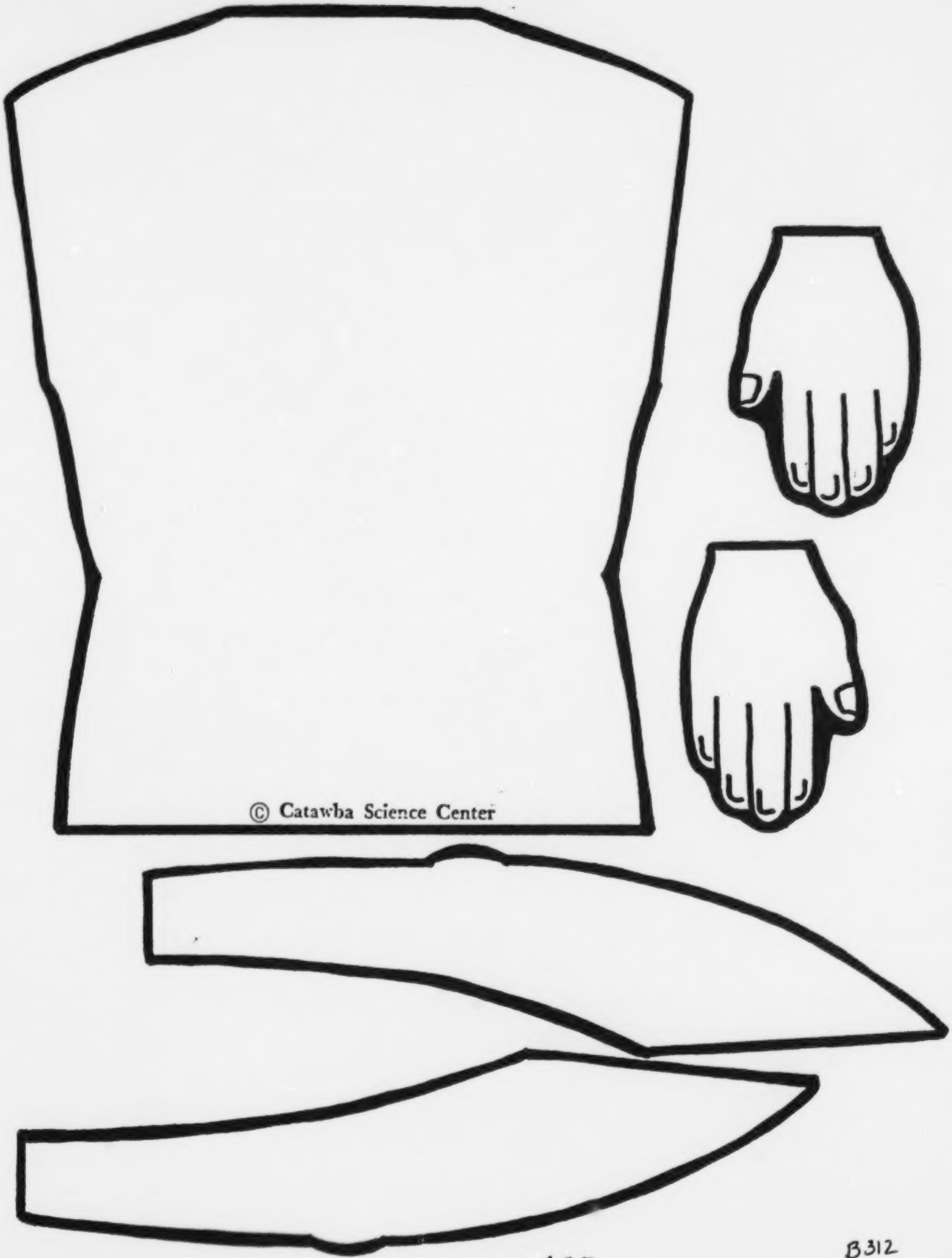


B311



B311

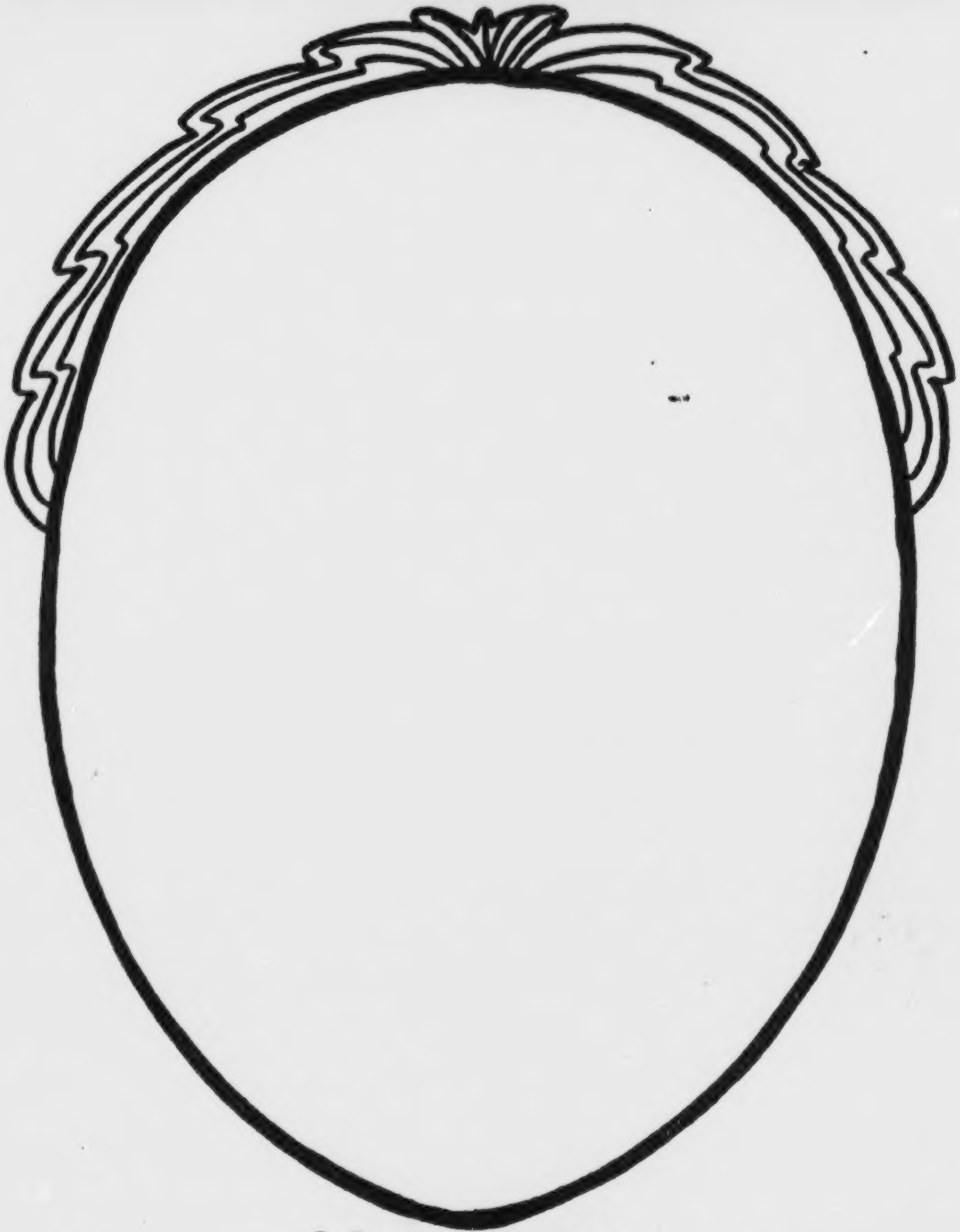
B312



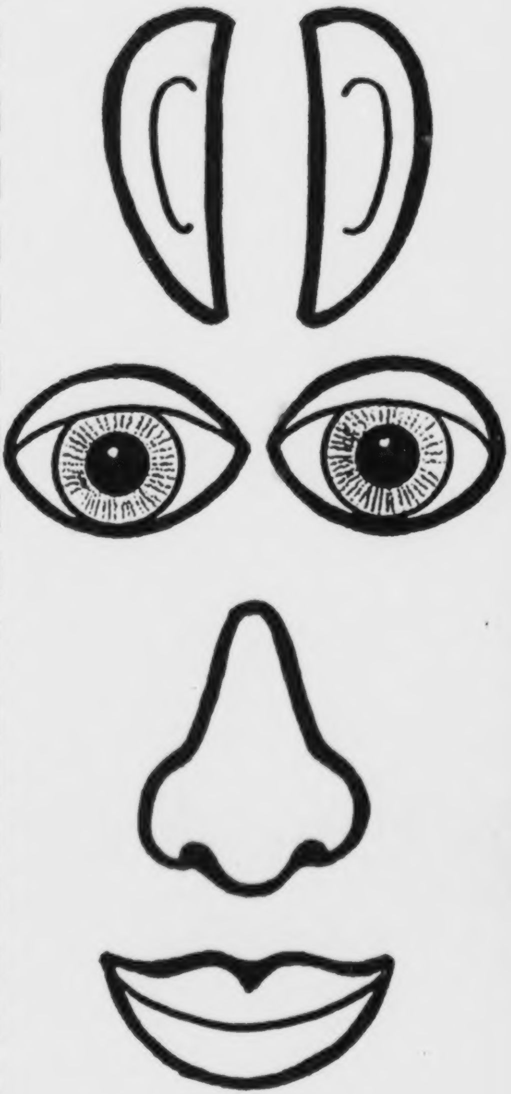
© Catawba Science Center

B312

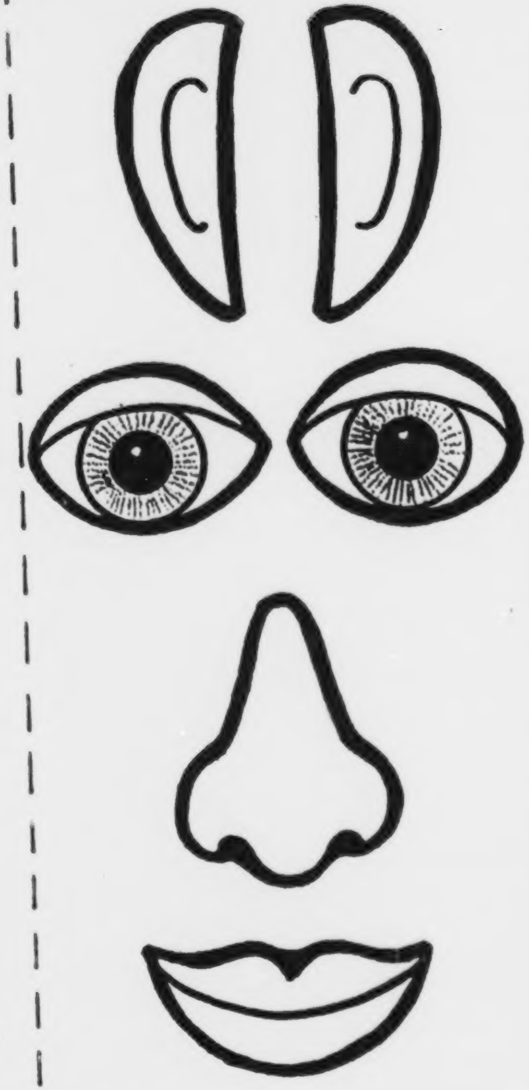
© Catawba Science Center

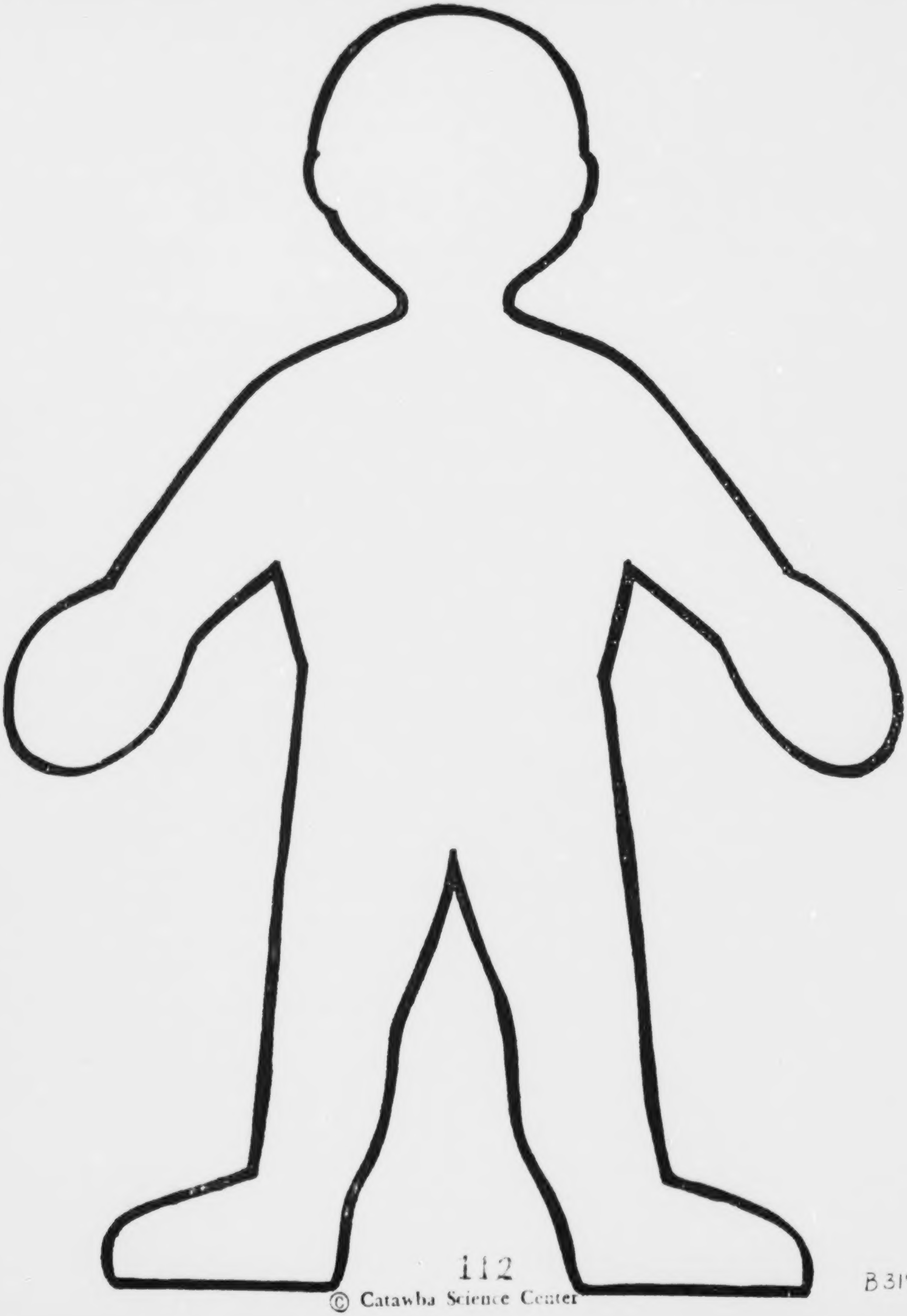


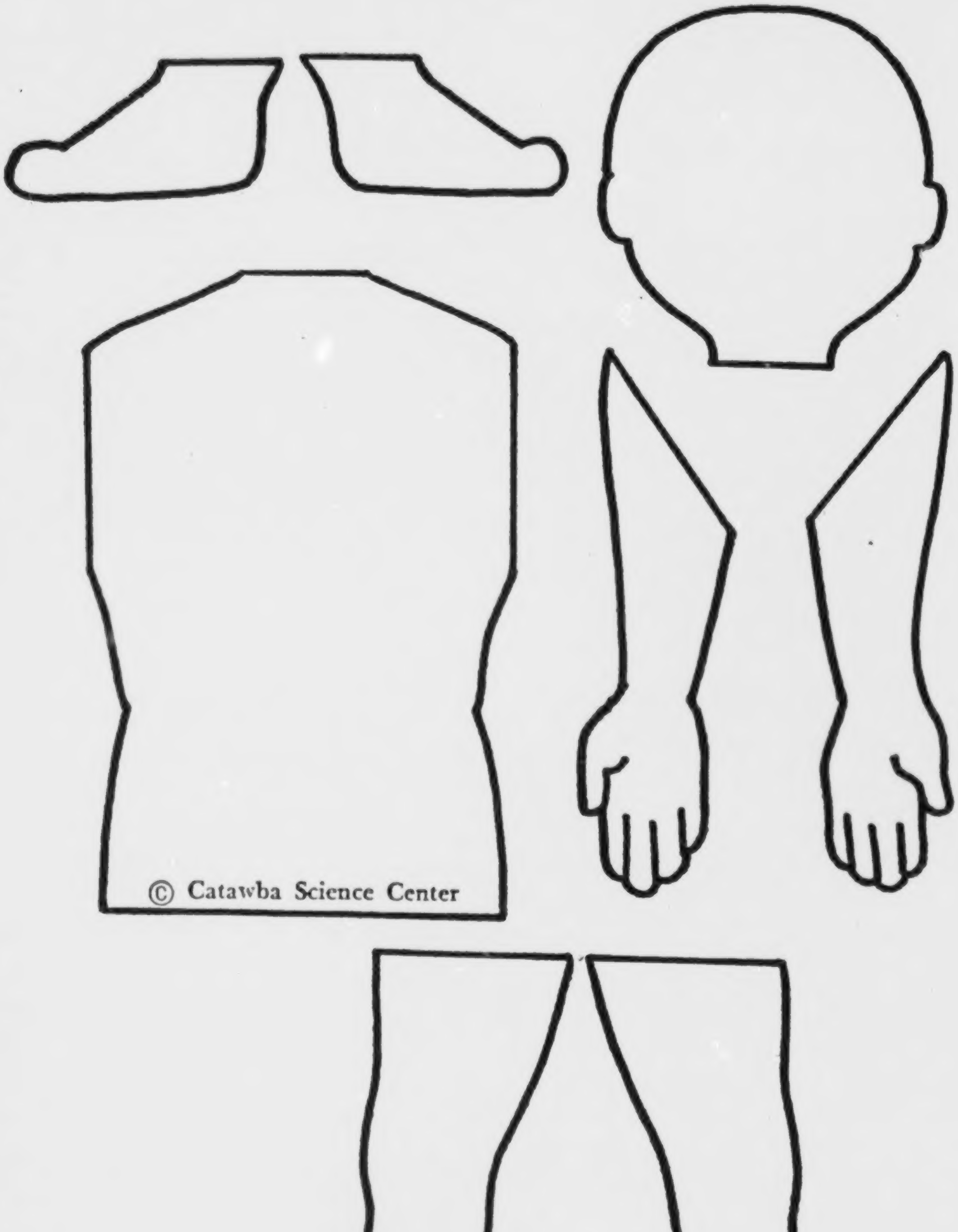
B 313



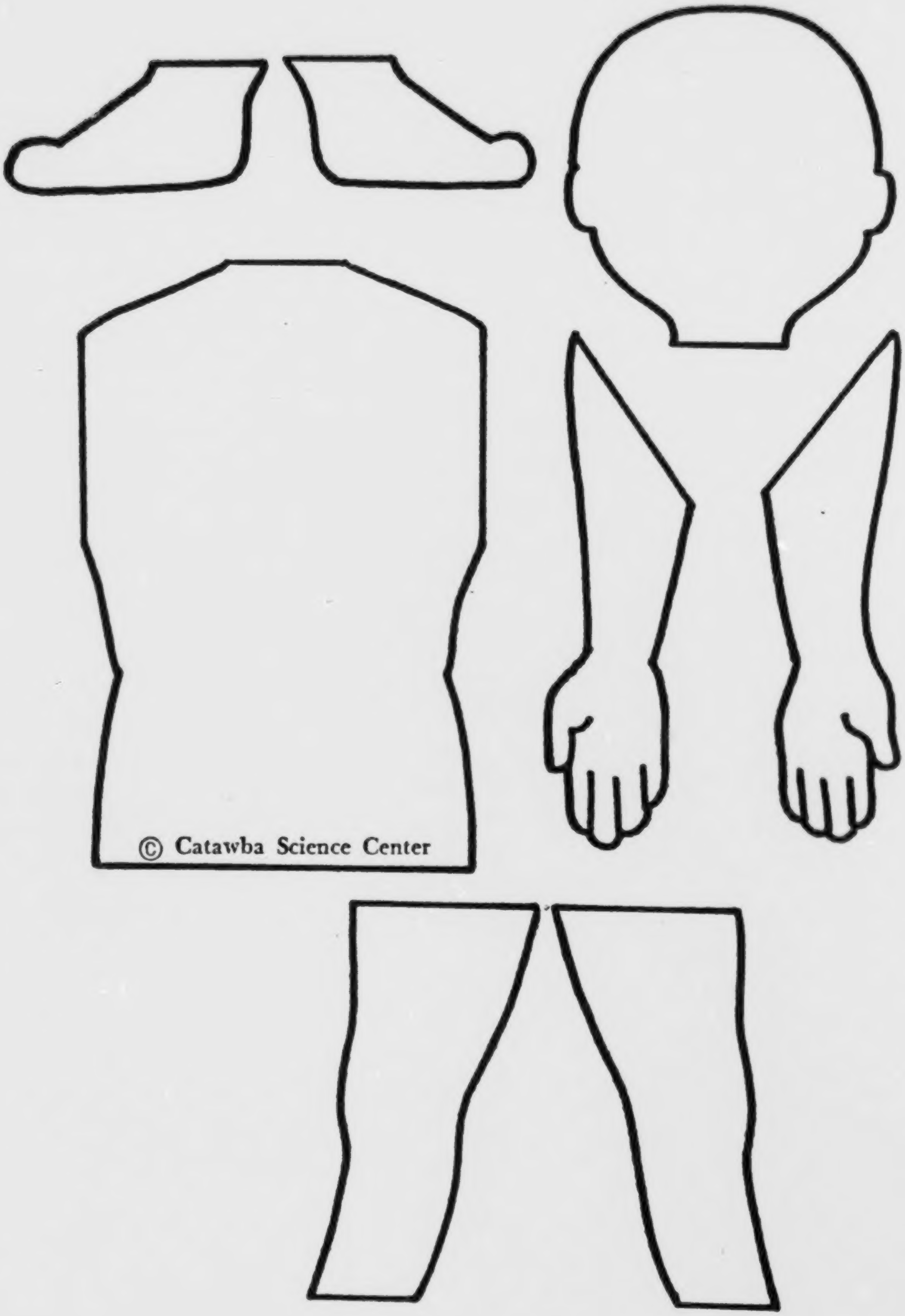
B 313



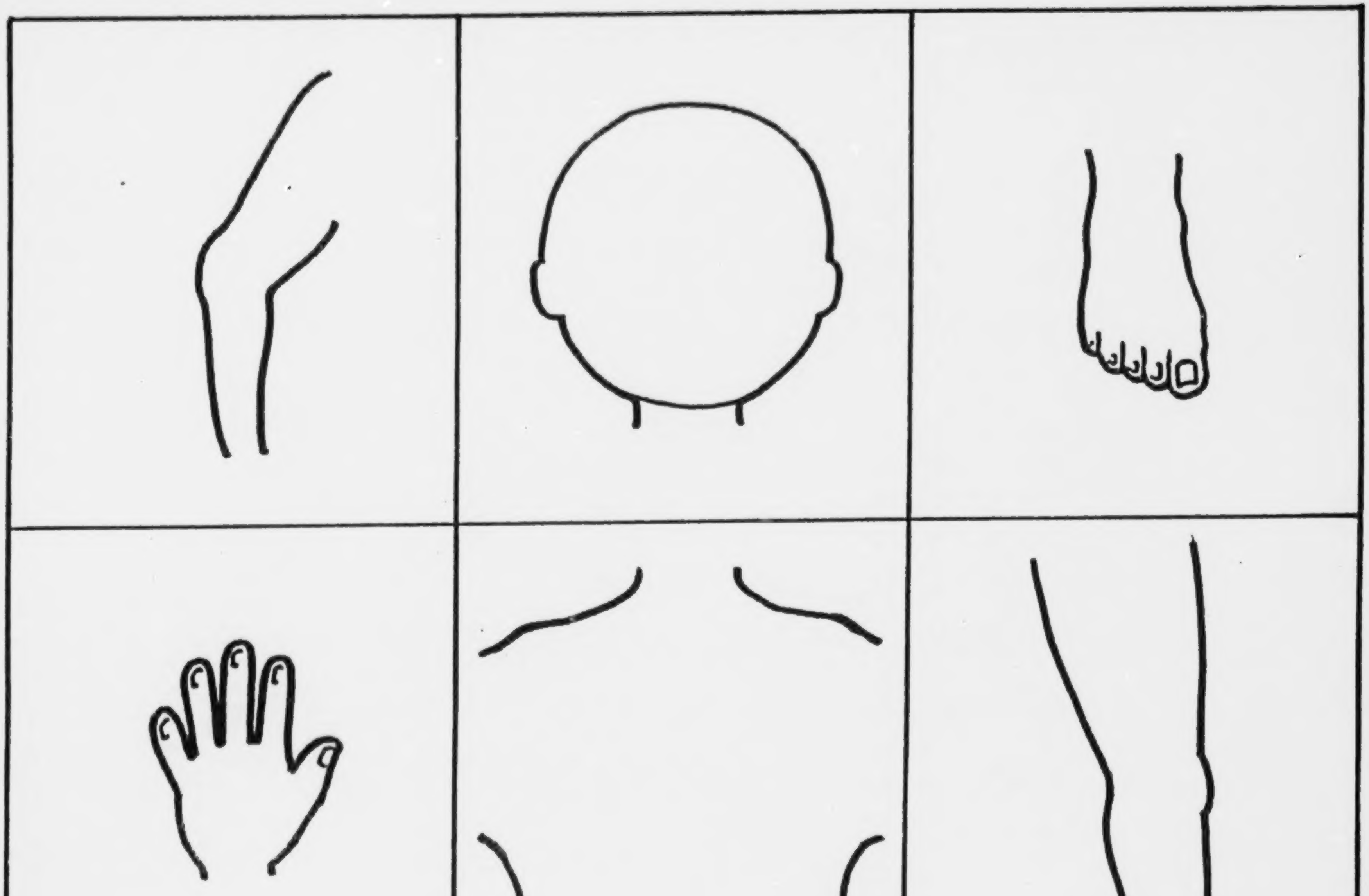




B314

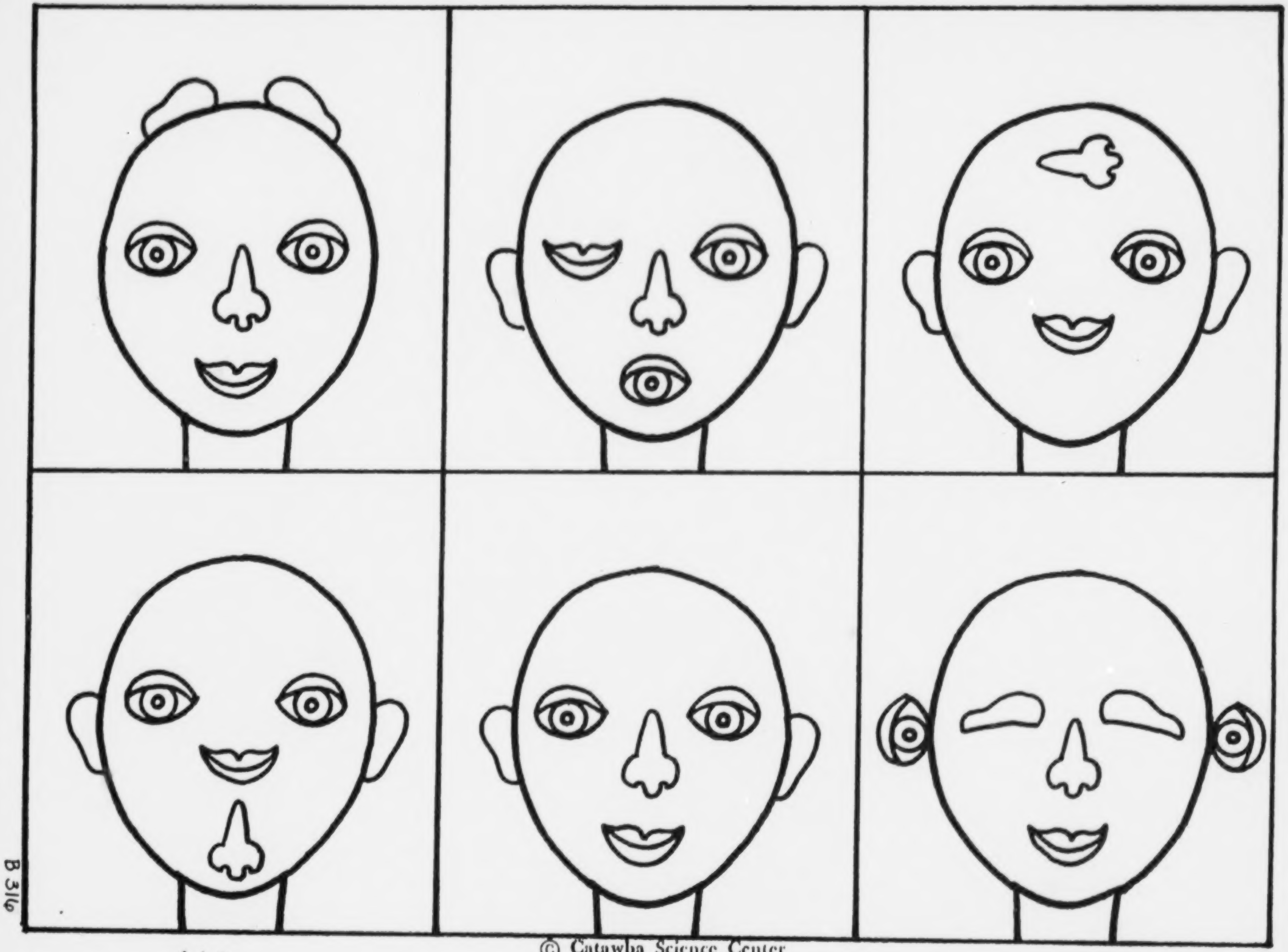


B314



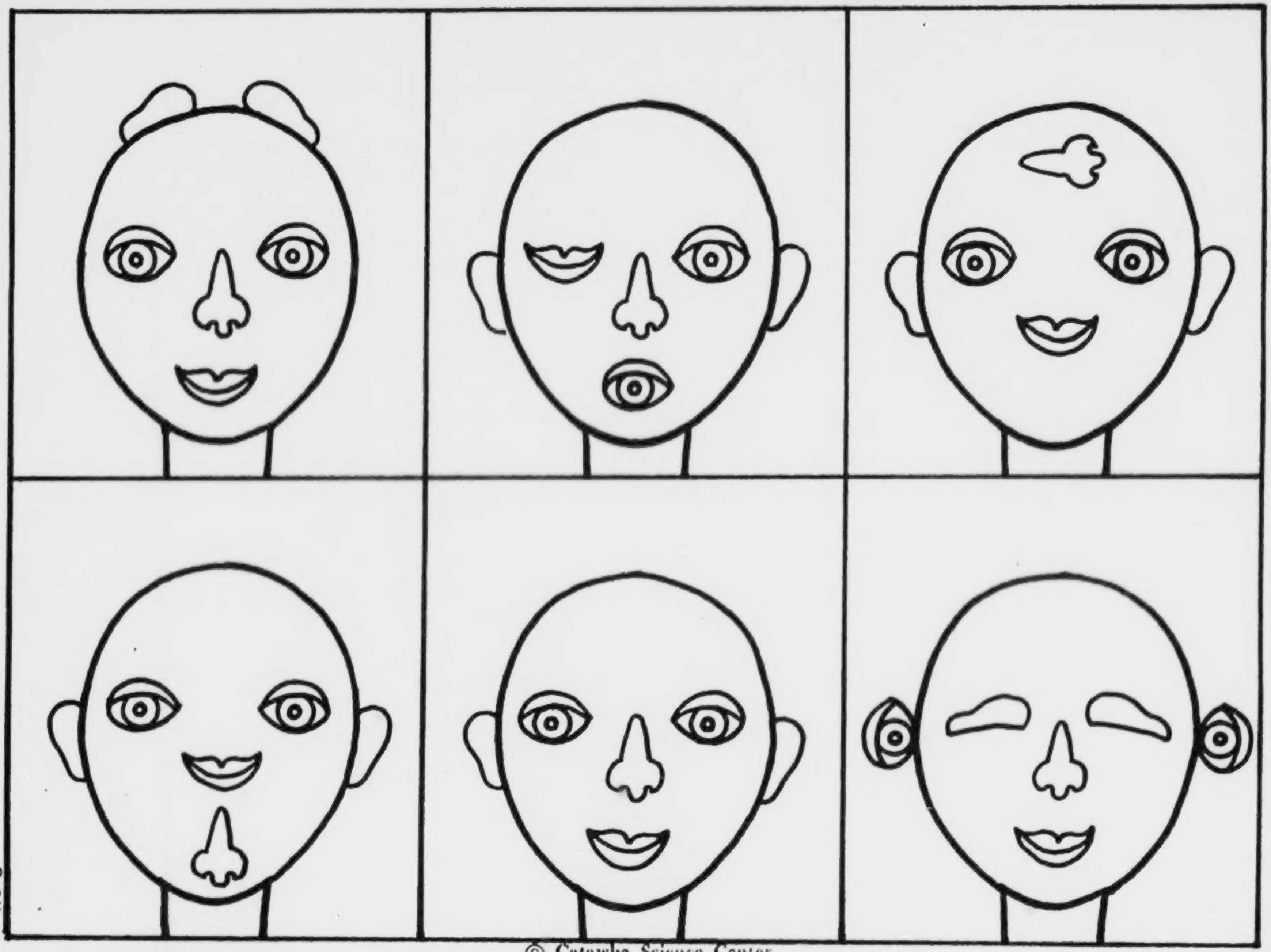
B 315

B315



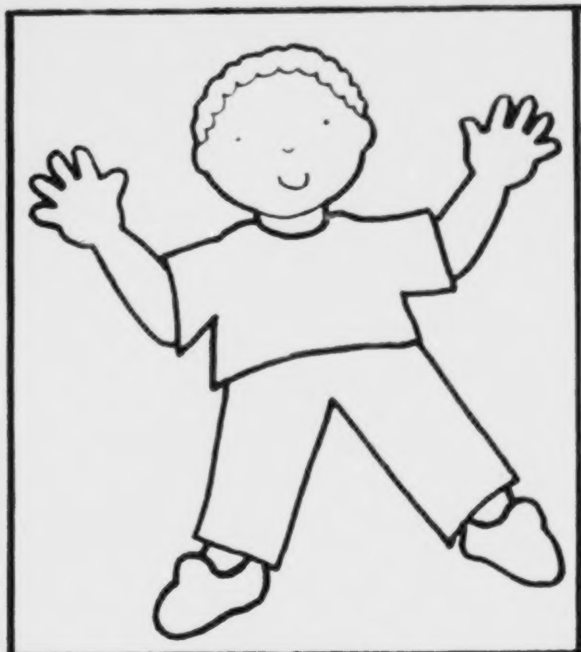
B 316

B 316



121

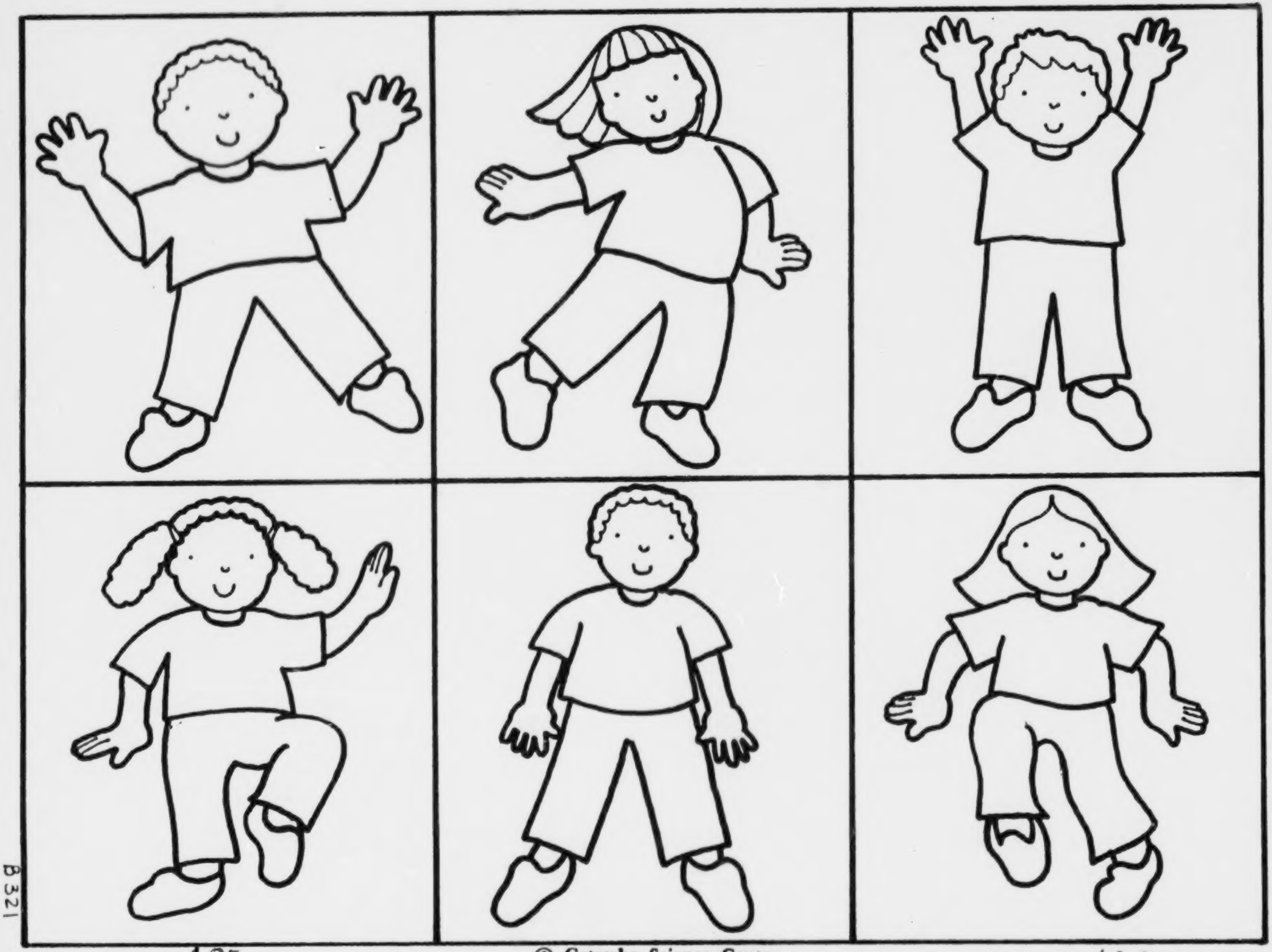
122



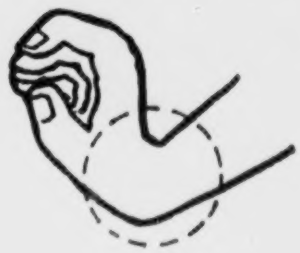
B321

123

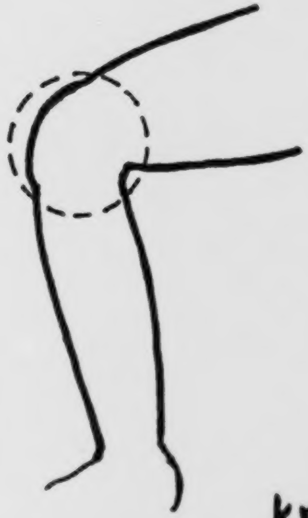
124



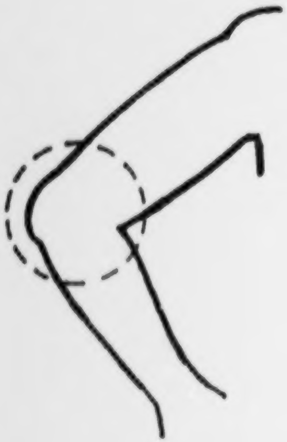
B321



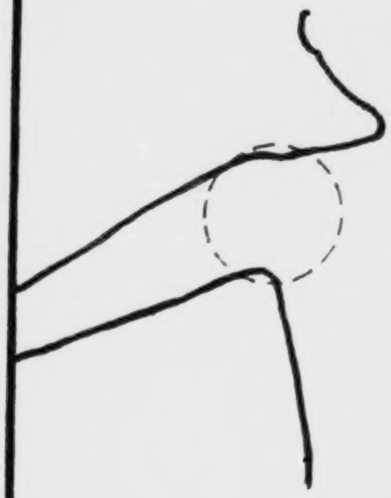
wrist



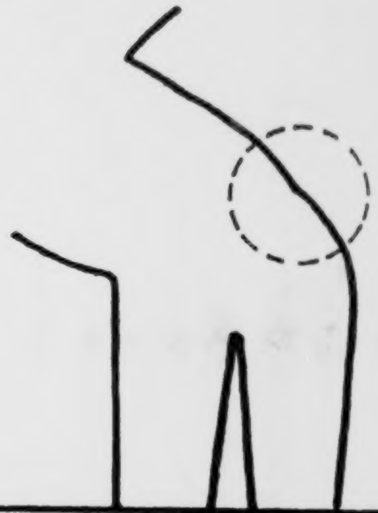
knee



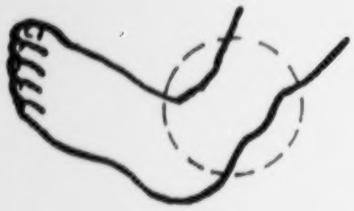
elbow



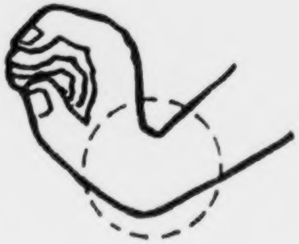
shoulder



hip



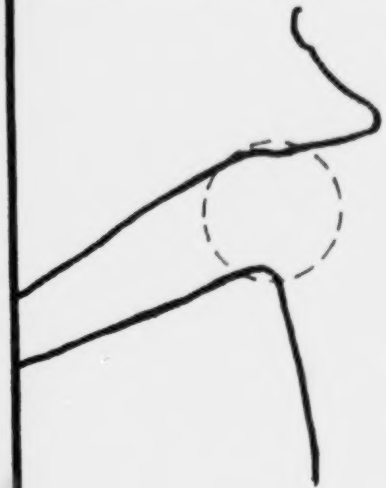
ankle



wrist

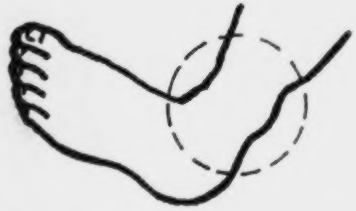
knee

elbow



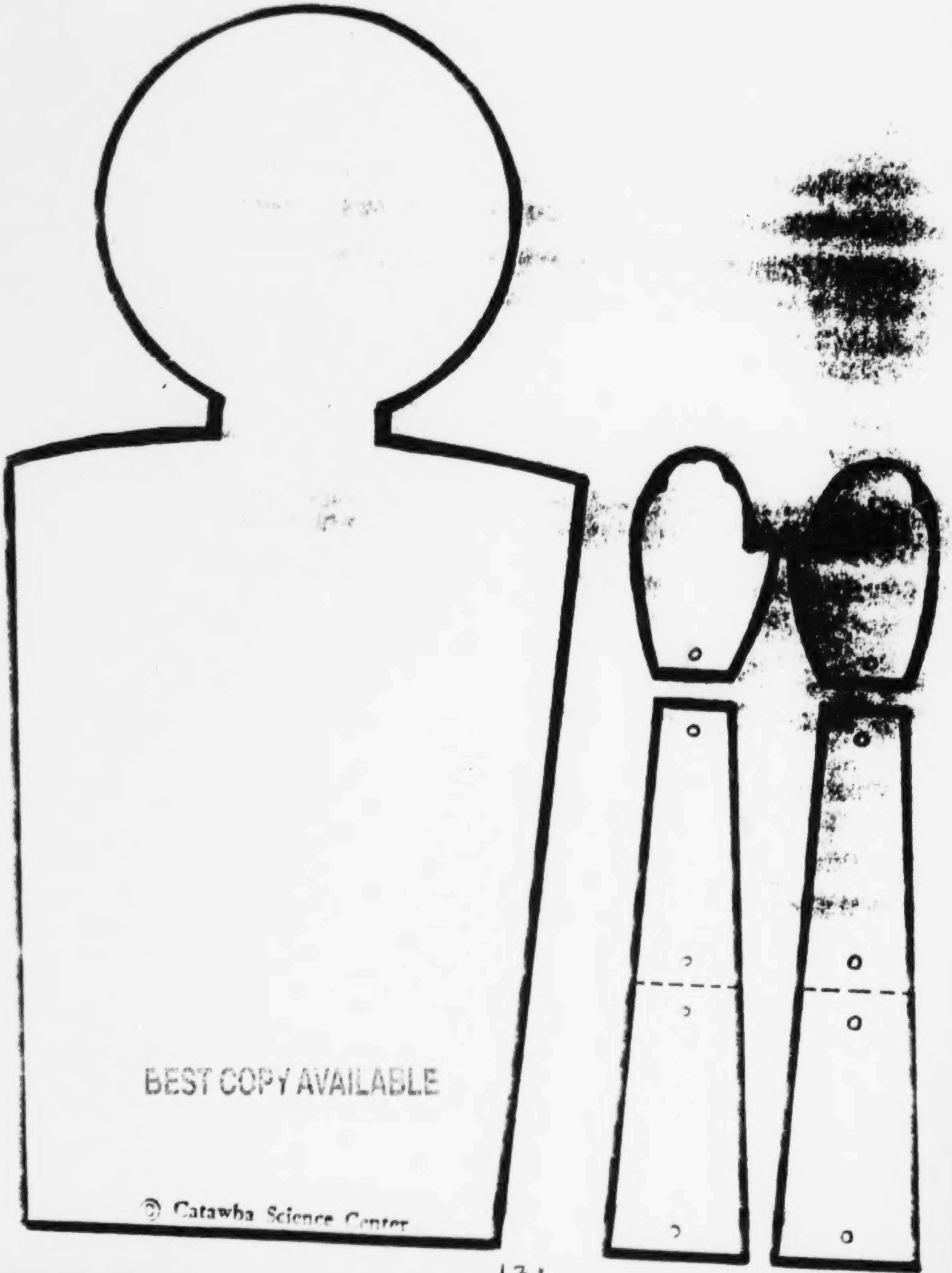
shoulder

hip



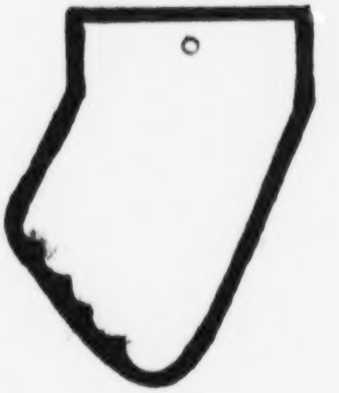
ankle

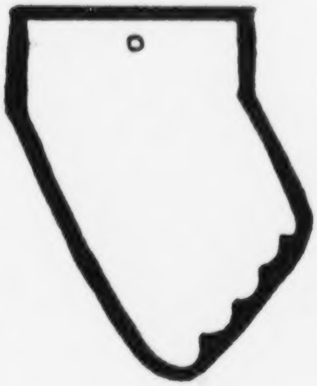
B 322

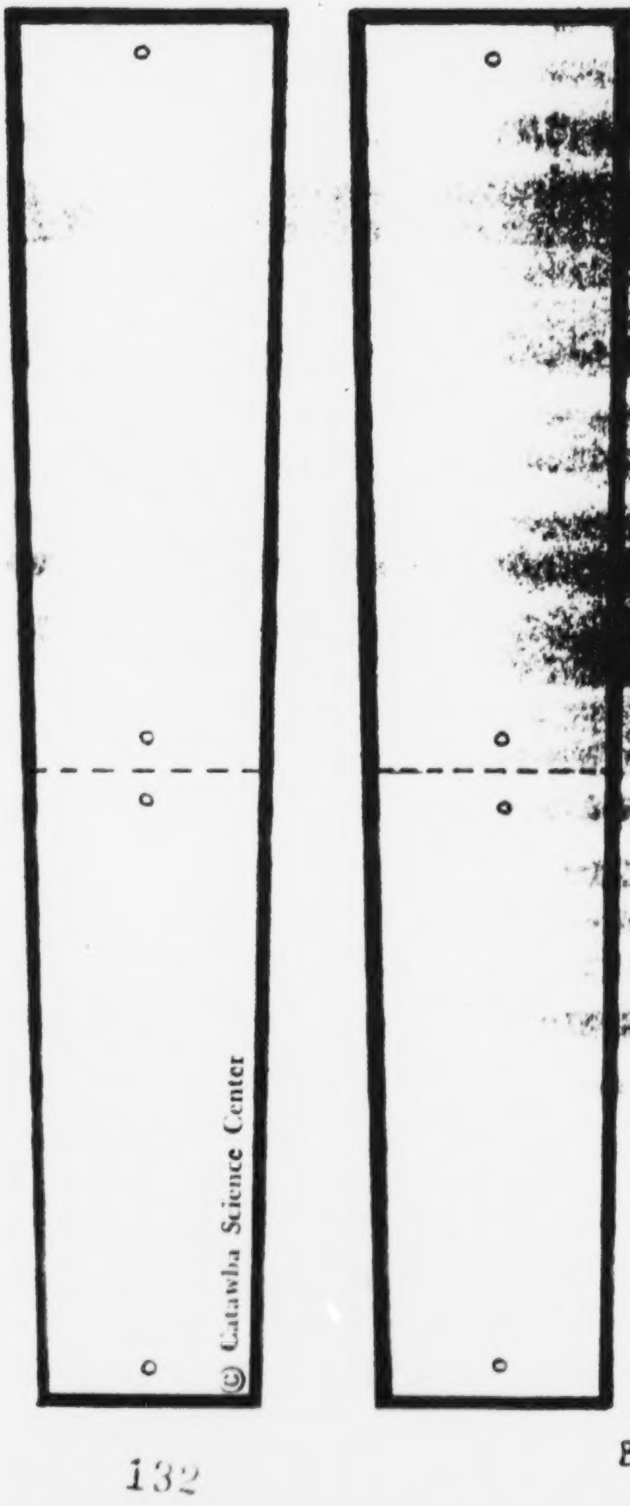


BEST COPY AVAILABLE

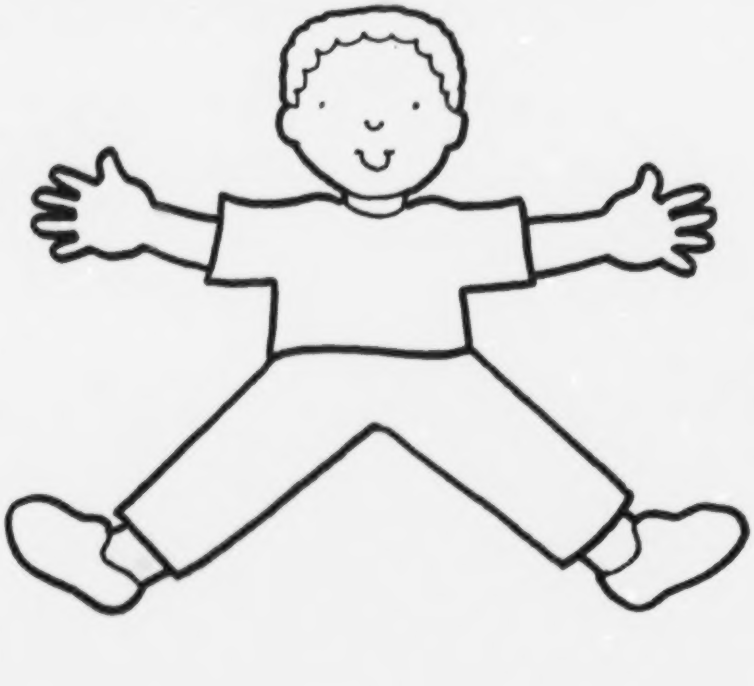
© Catawba Science Center







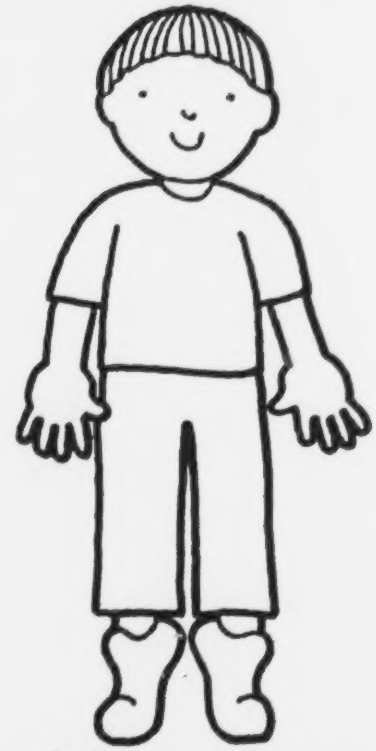
© Catawba Science Center



© Catawba Science Center

B32

© Catawba Science Center



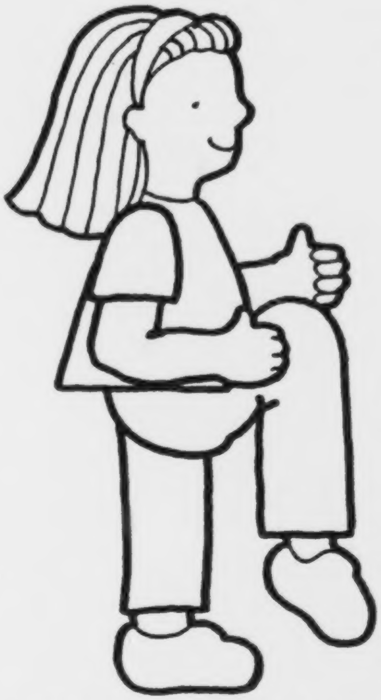
© Catawba Science Center

B 324

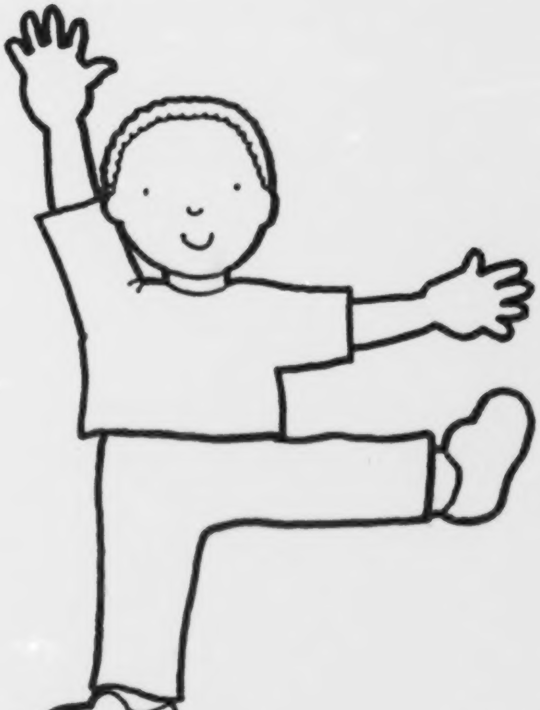
© Catawba Science Center

© Catawba Science Center

B 324

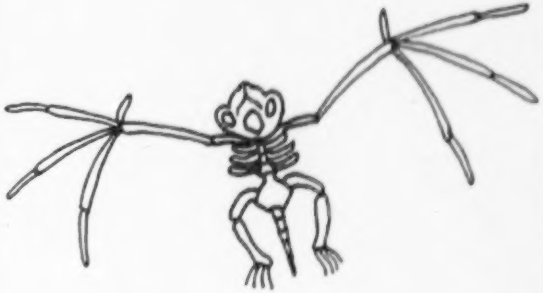


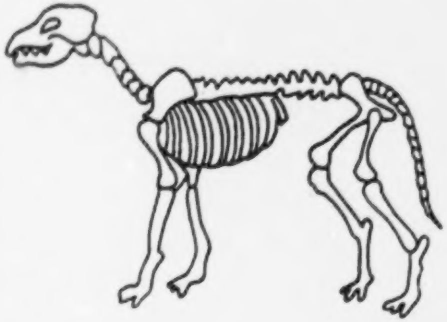
© Catawba Science Center

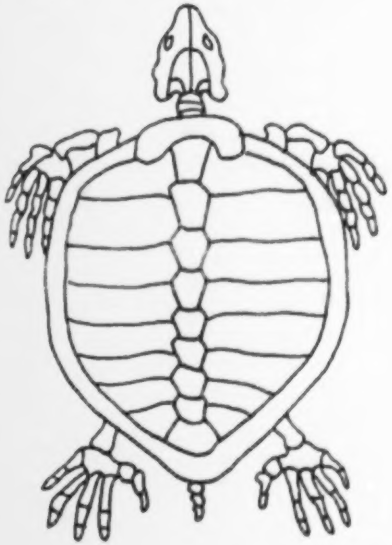


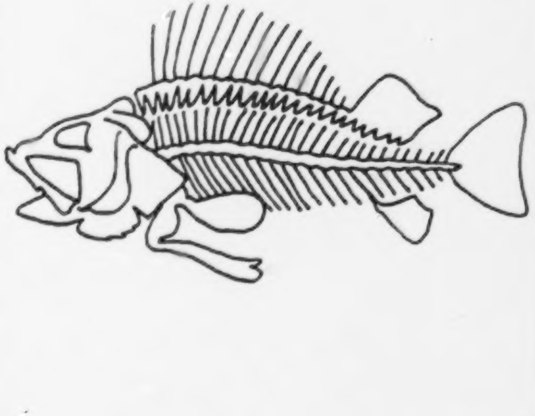
© Catawba Science Center

B 324

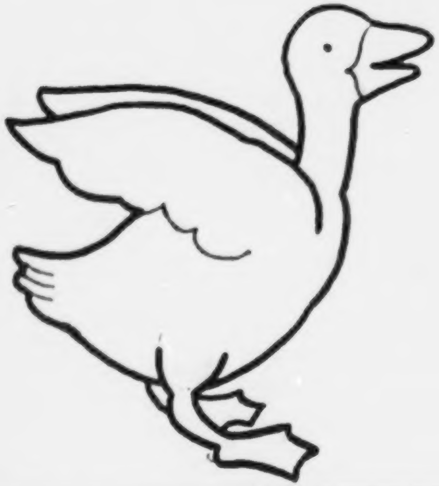


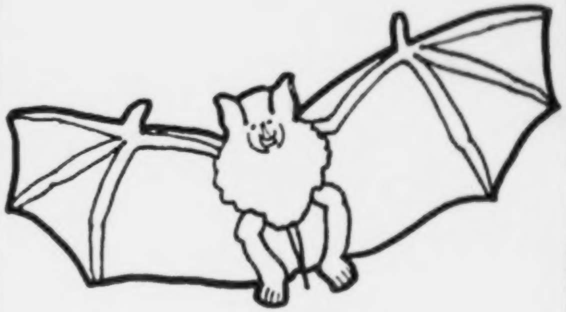


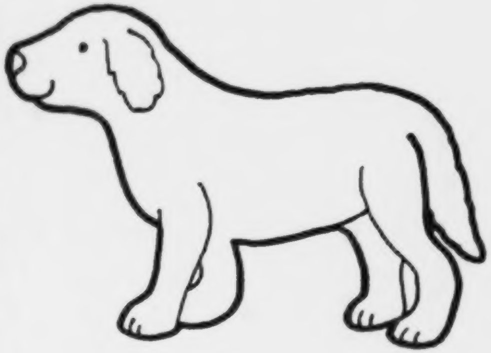


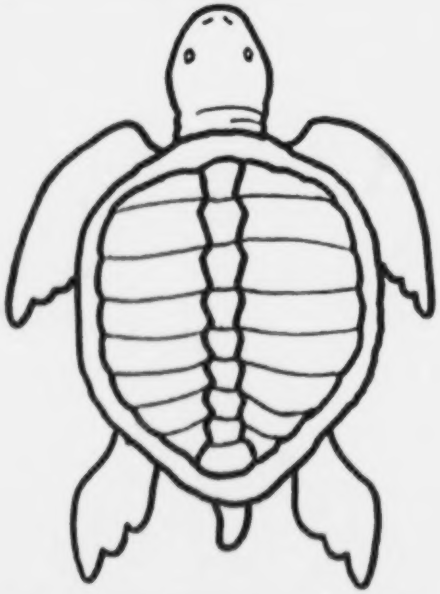


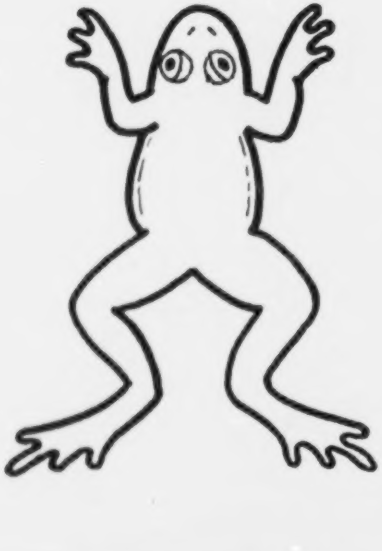
B 331

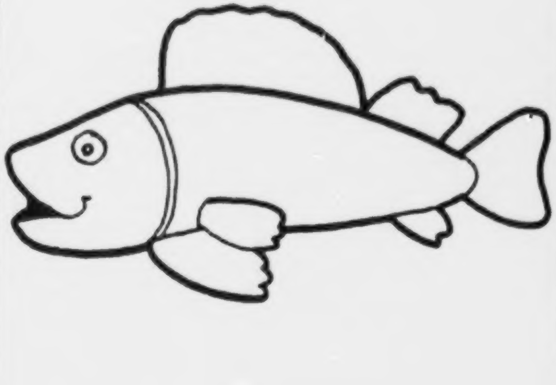




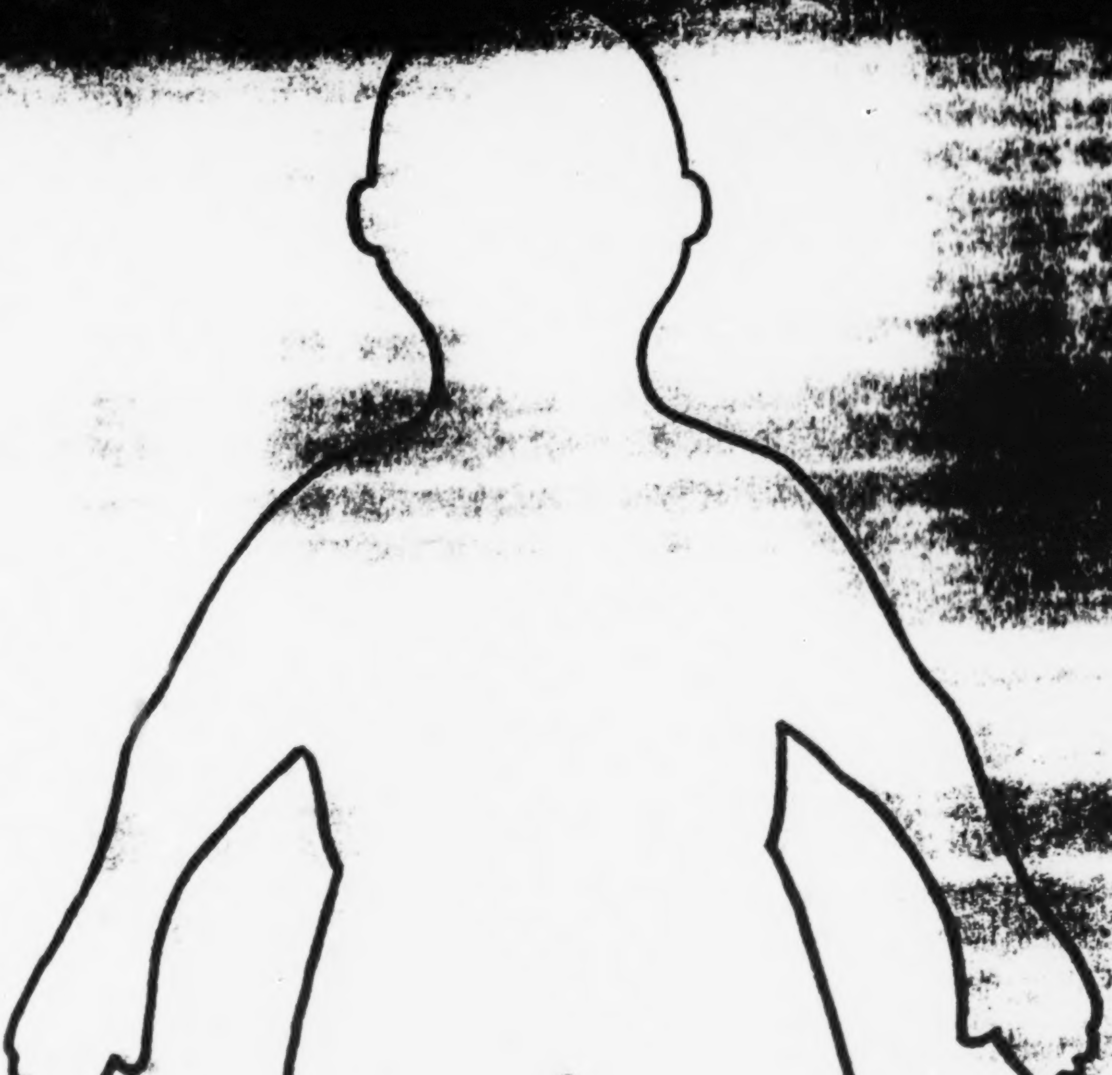






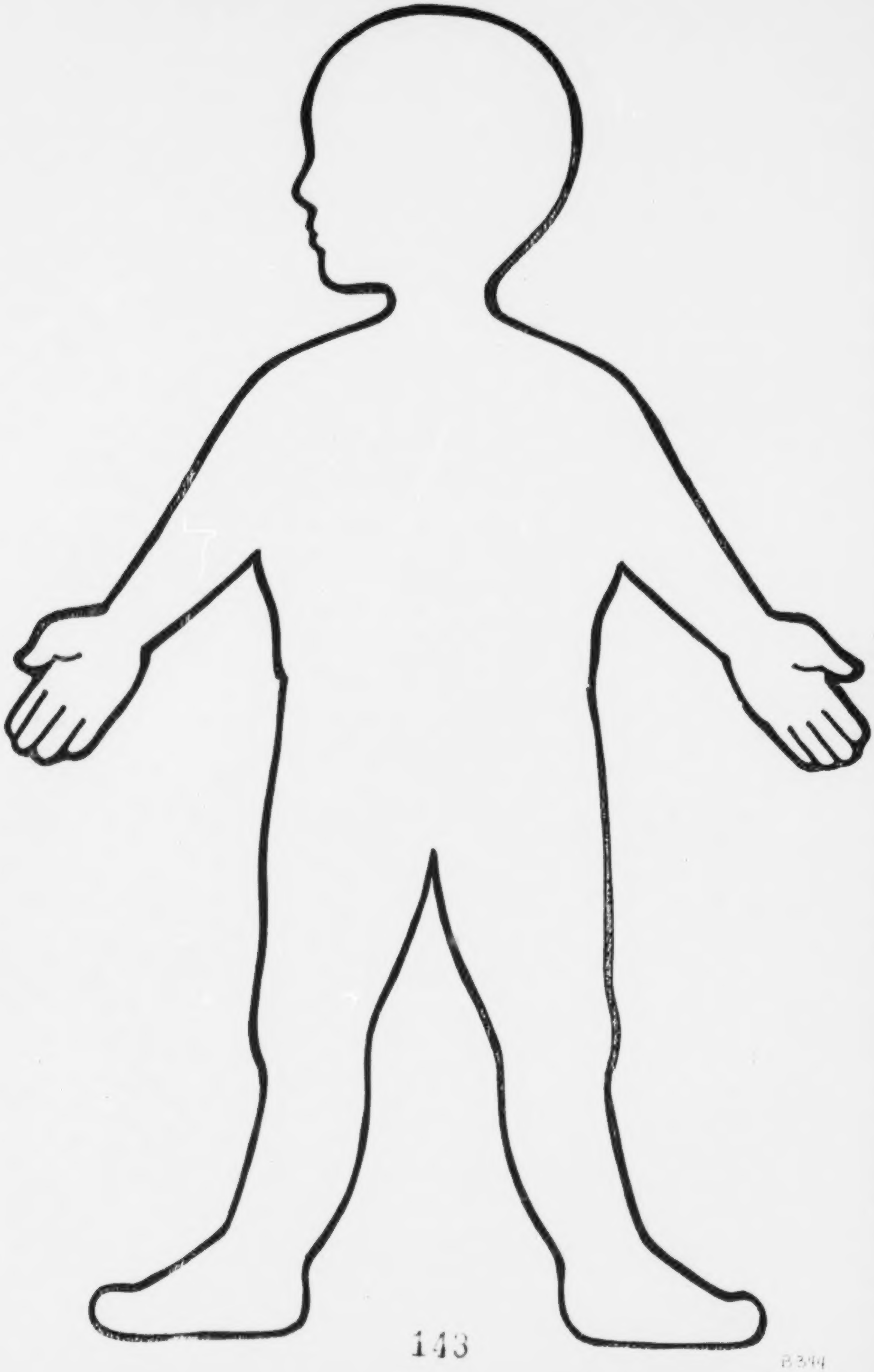


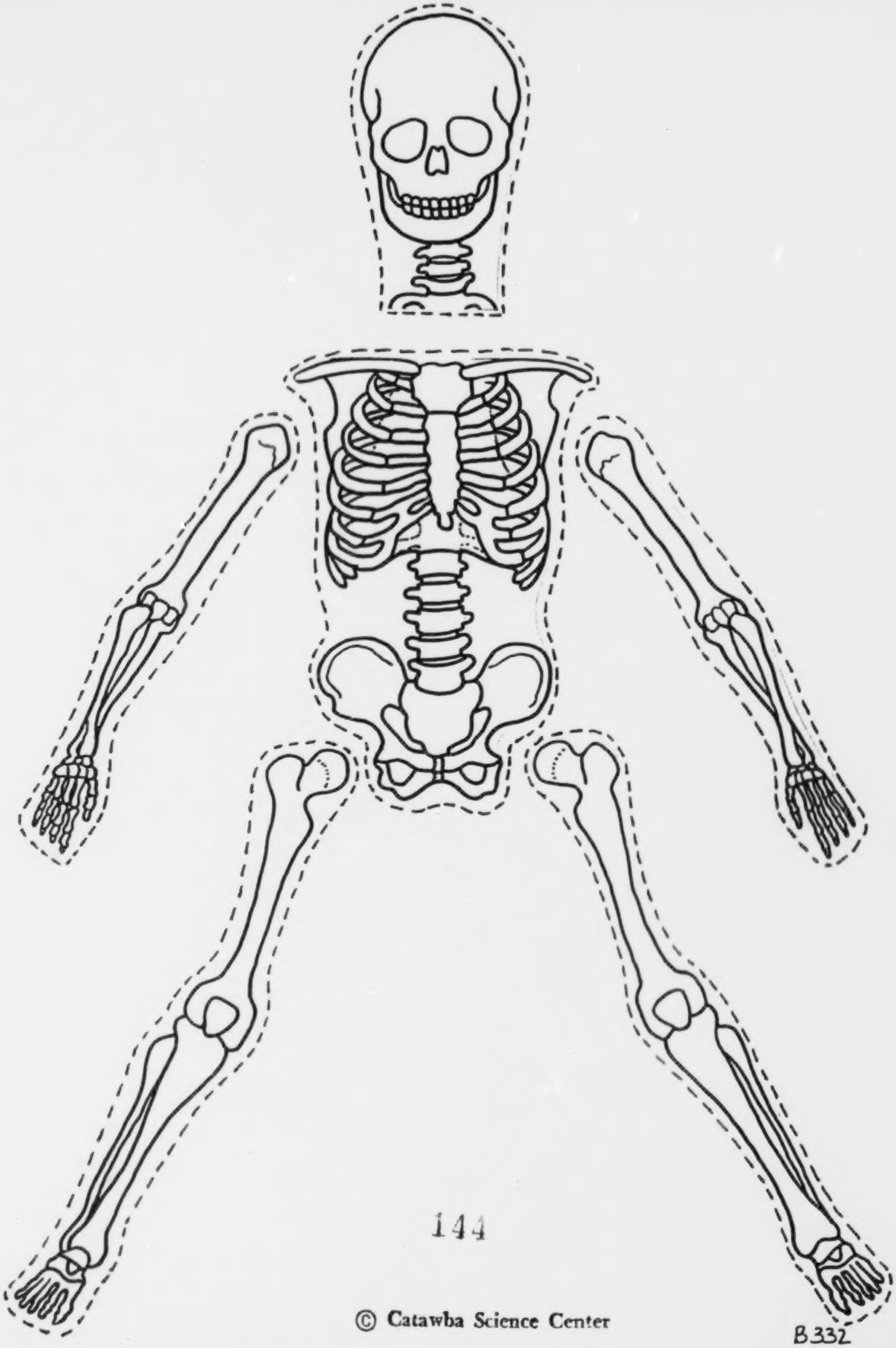
B 331



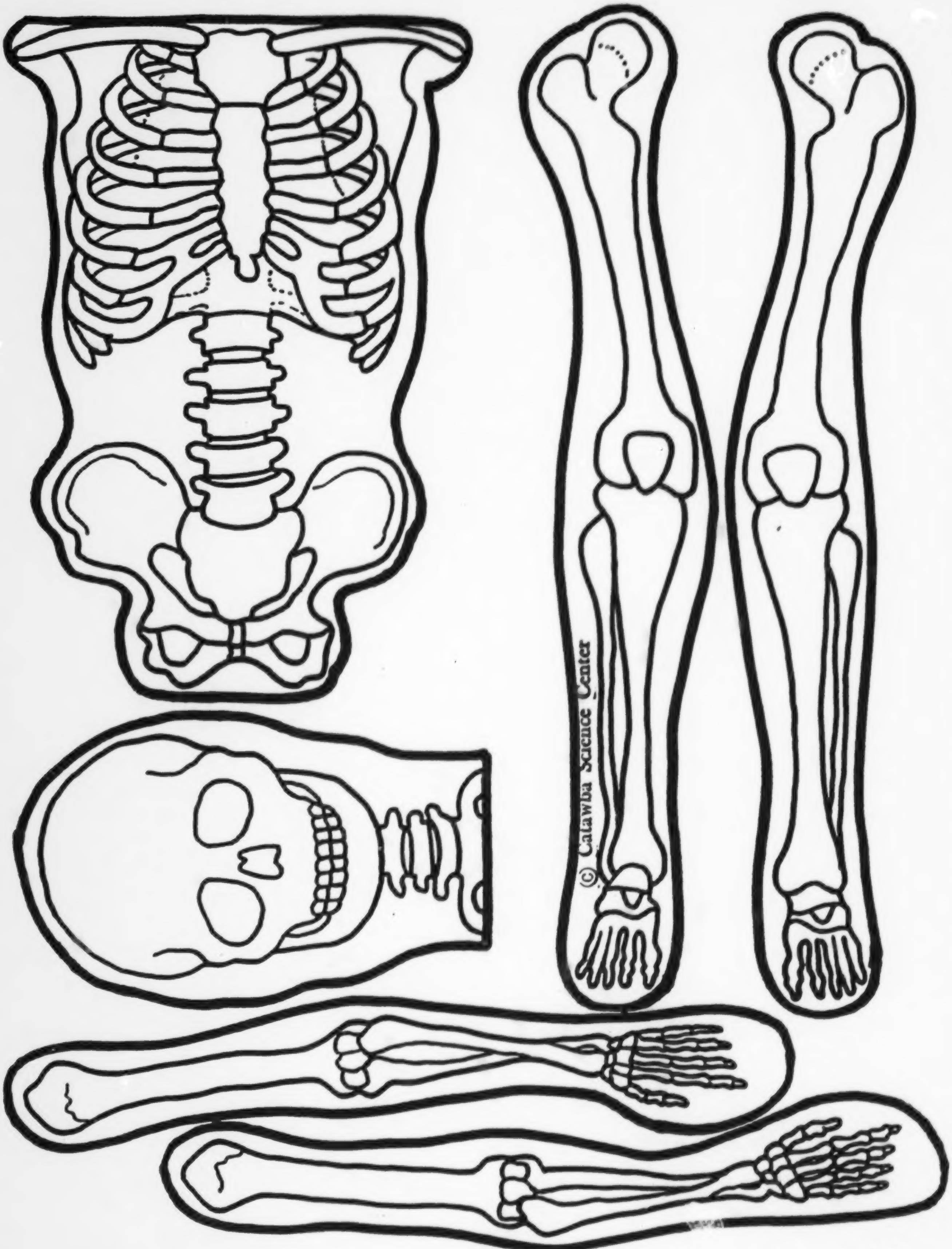
BEST COPY AVAILABLE

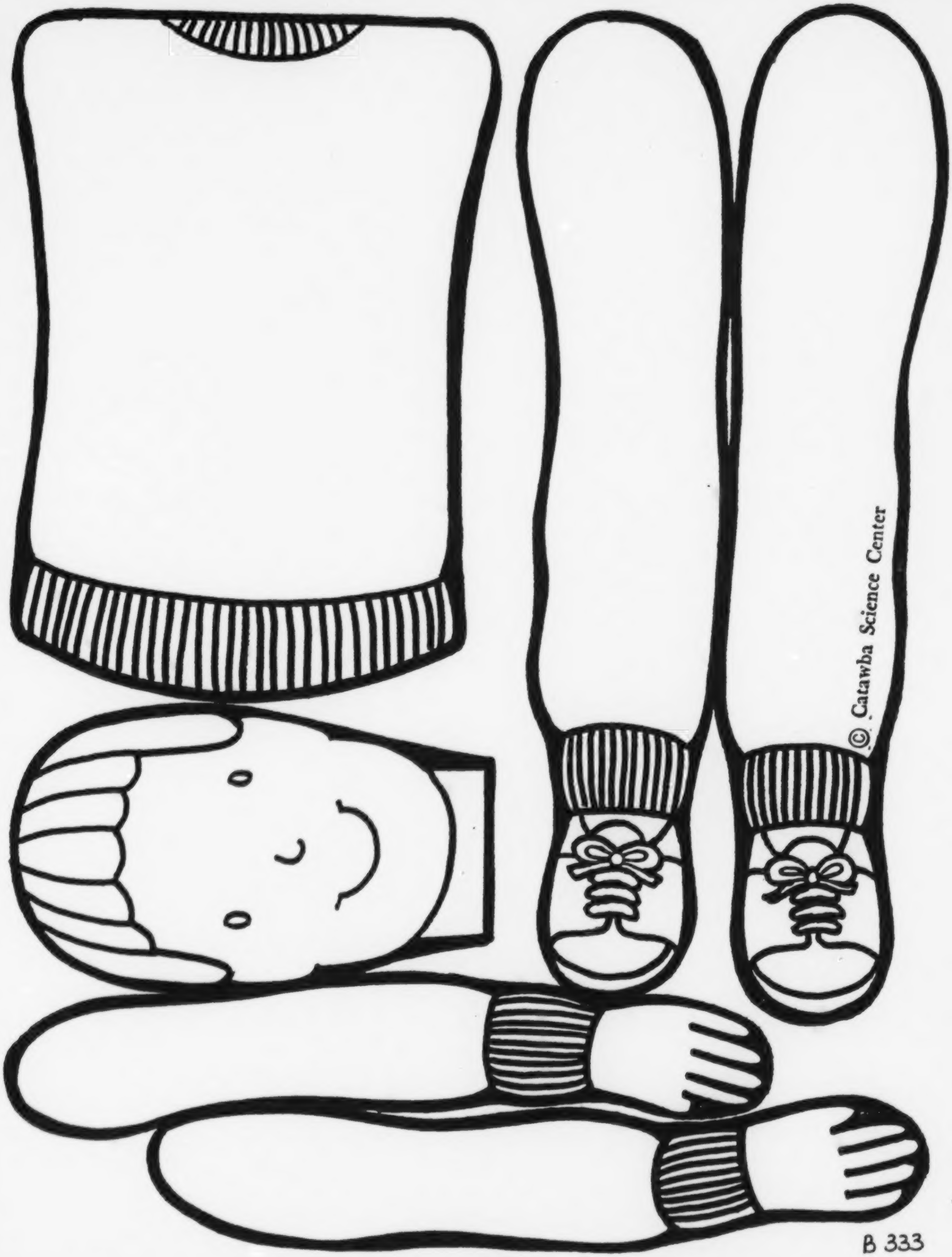
3332



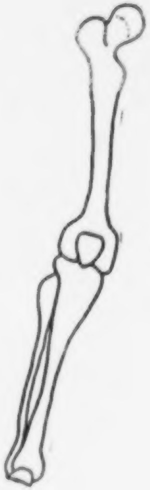


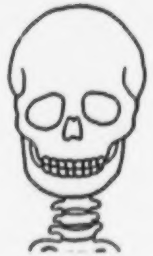
B332

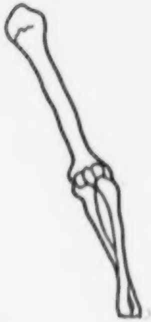

© Catawba Science Center

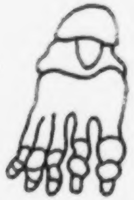


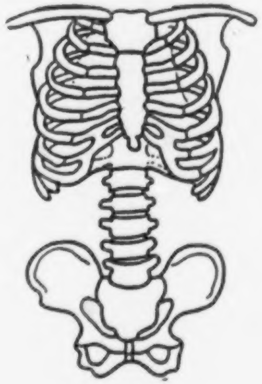
B 333

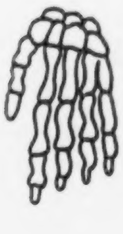




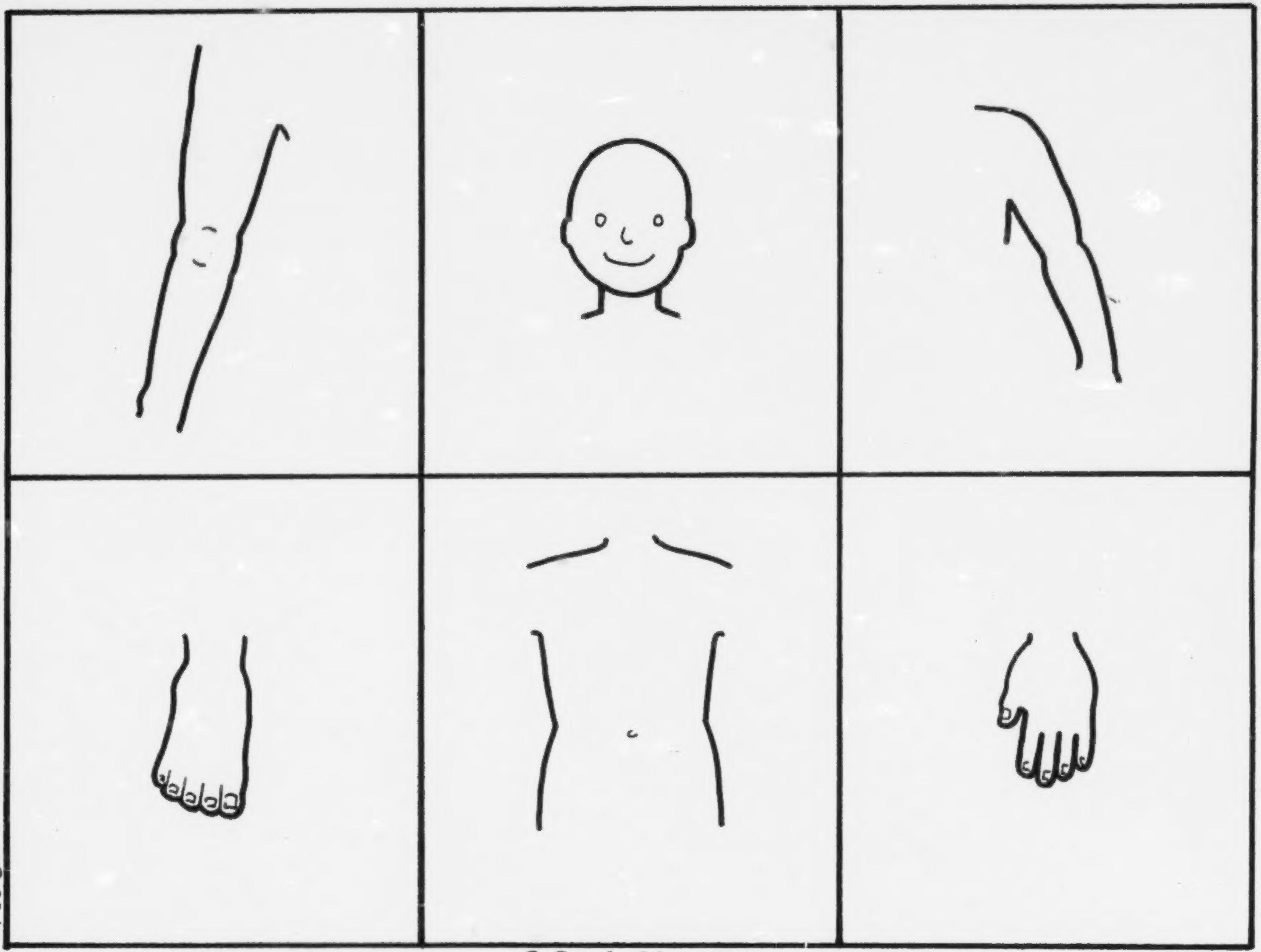




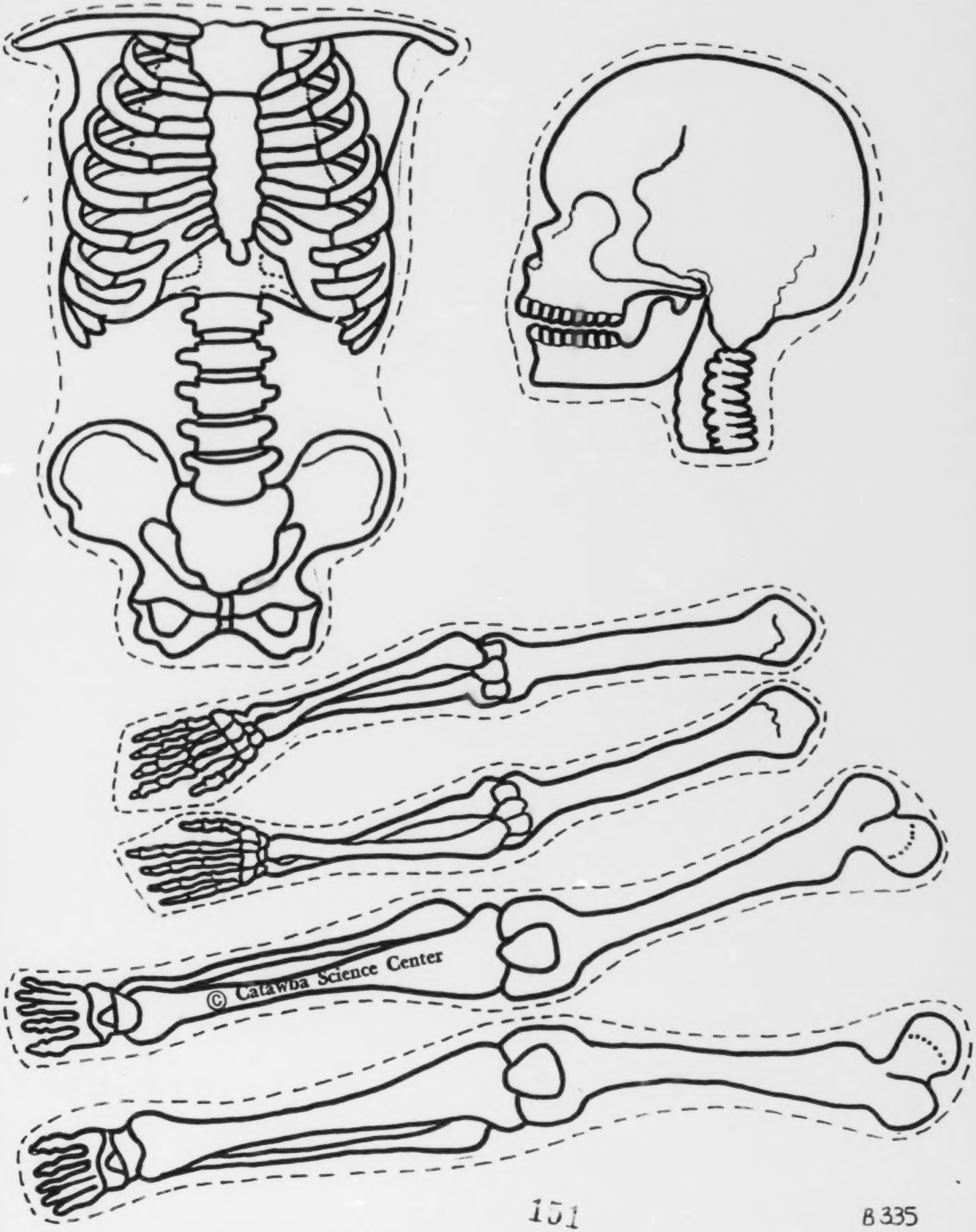




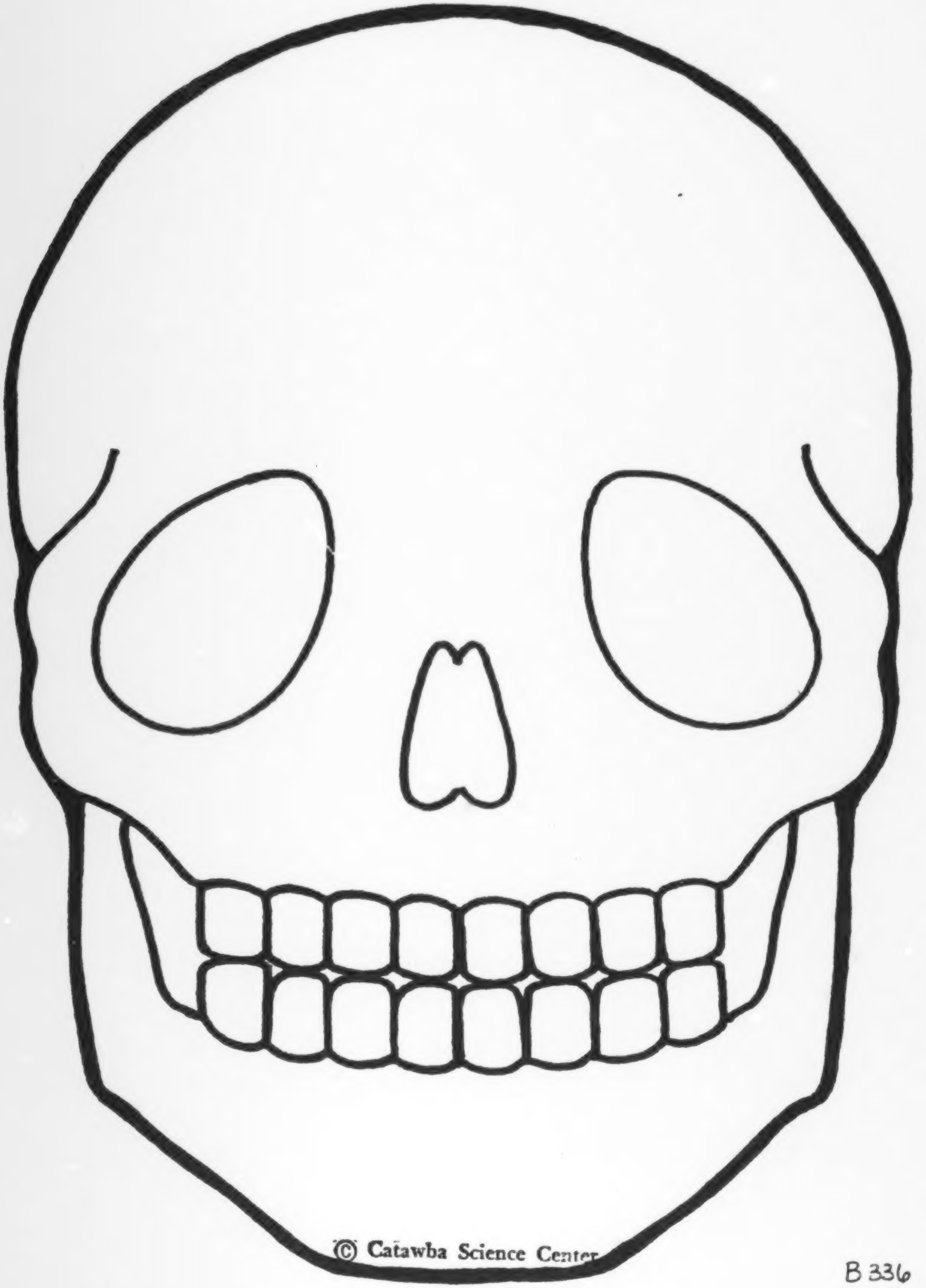
B 334



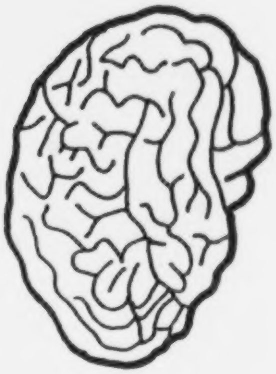
B 334

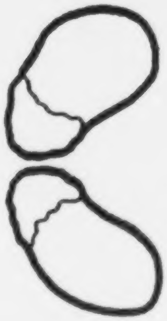


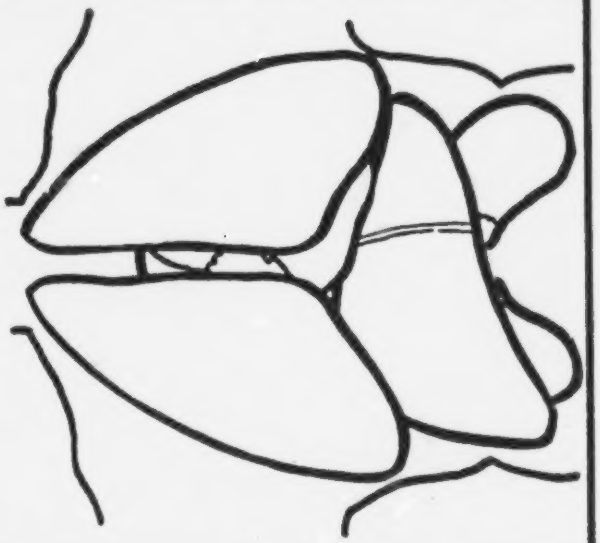
© Catawba Science Center



B 336

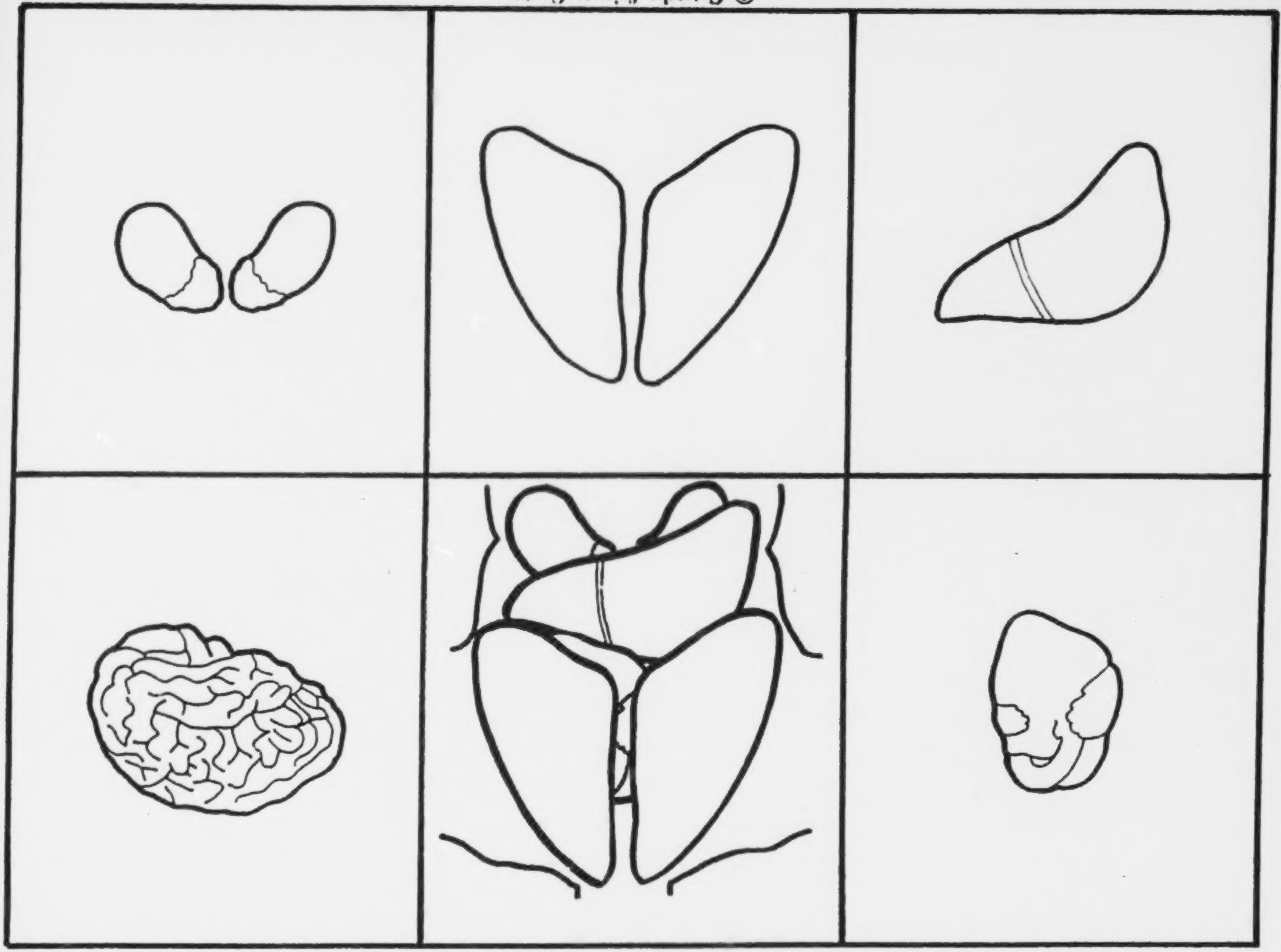






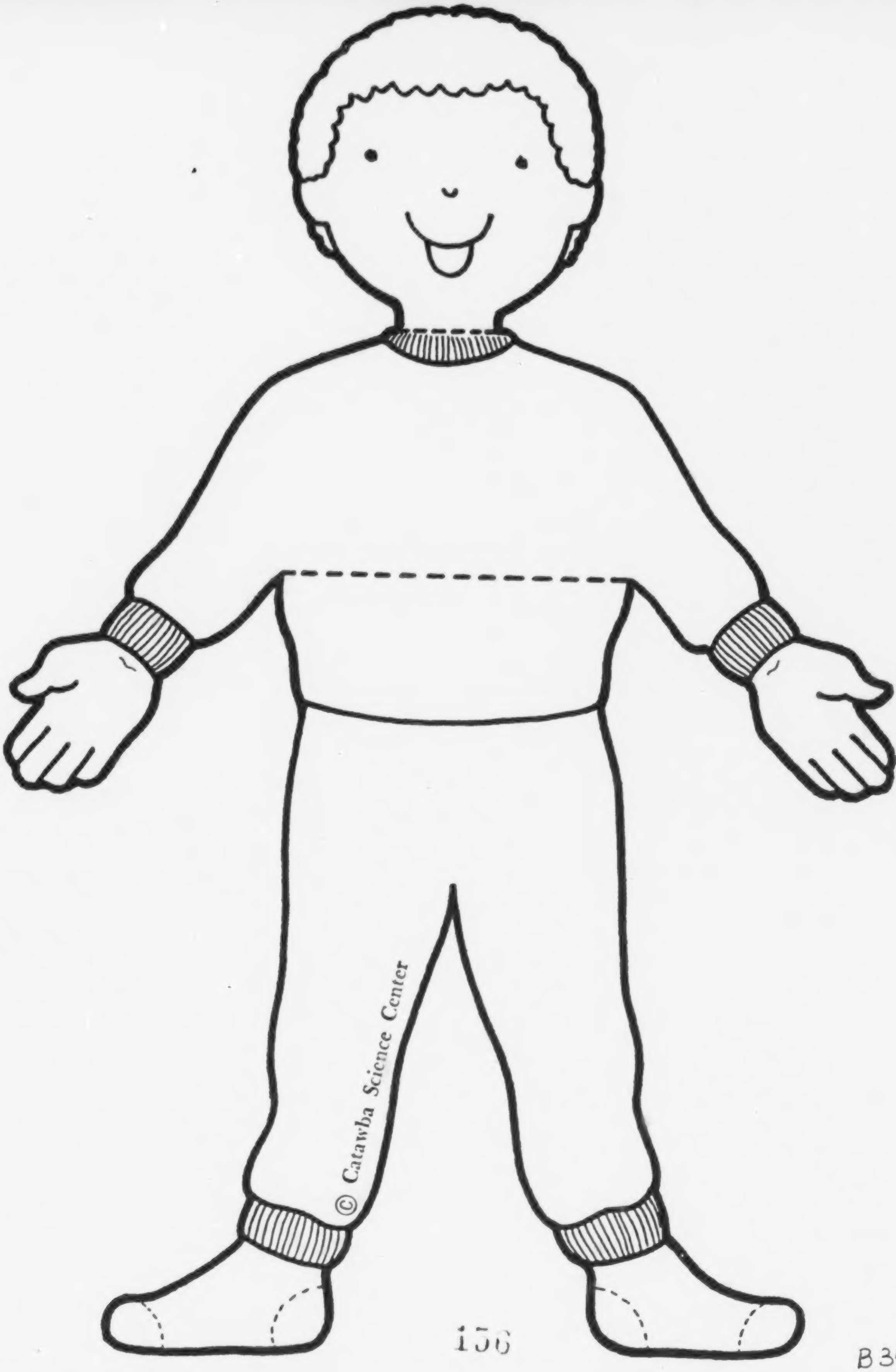
B 341

B 3H

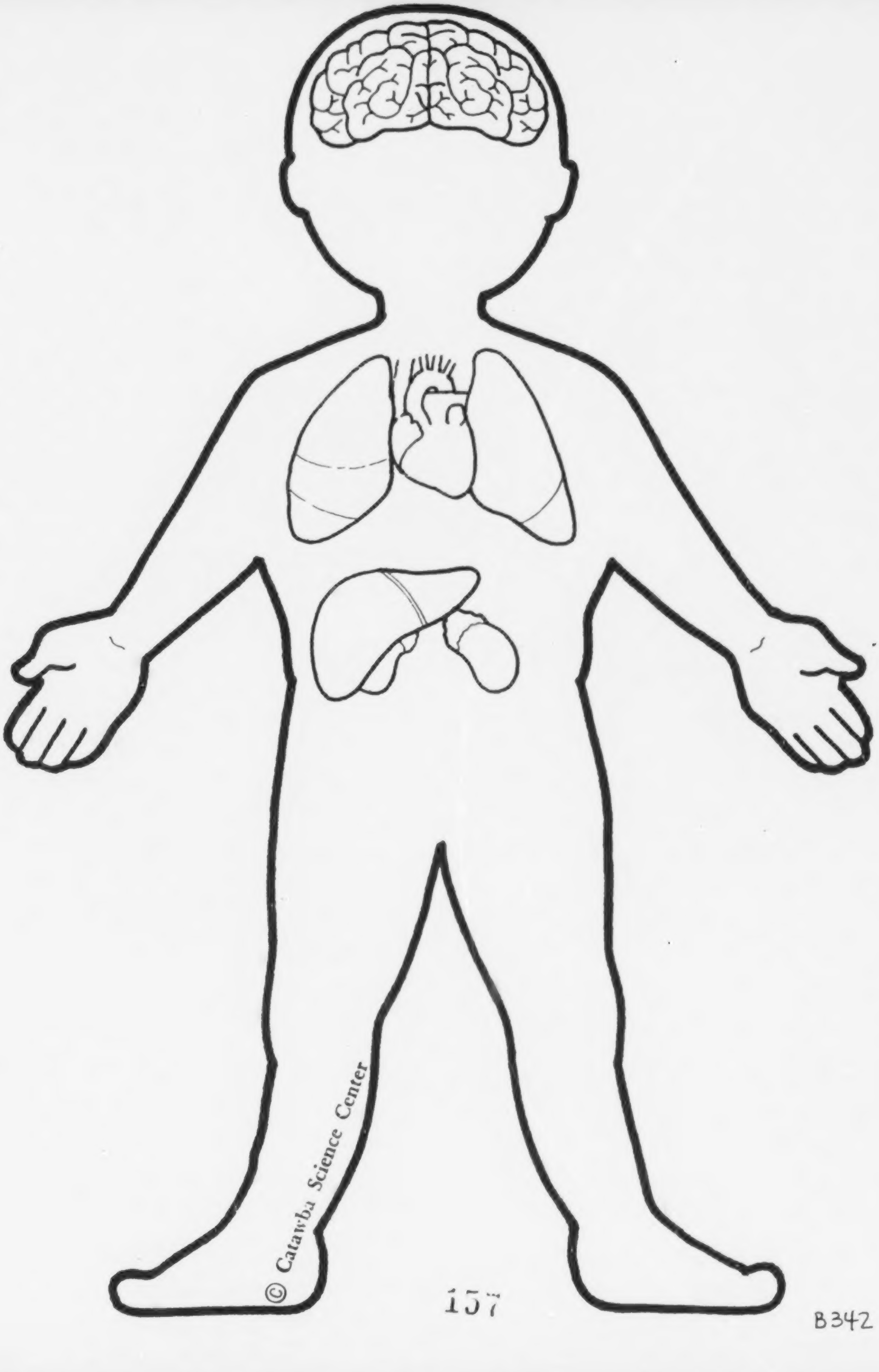


154

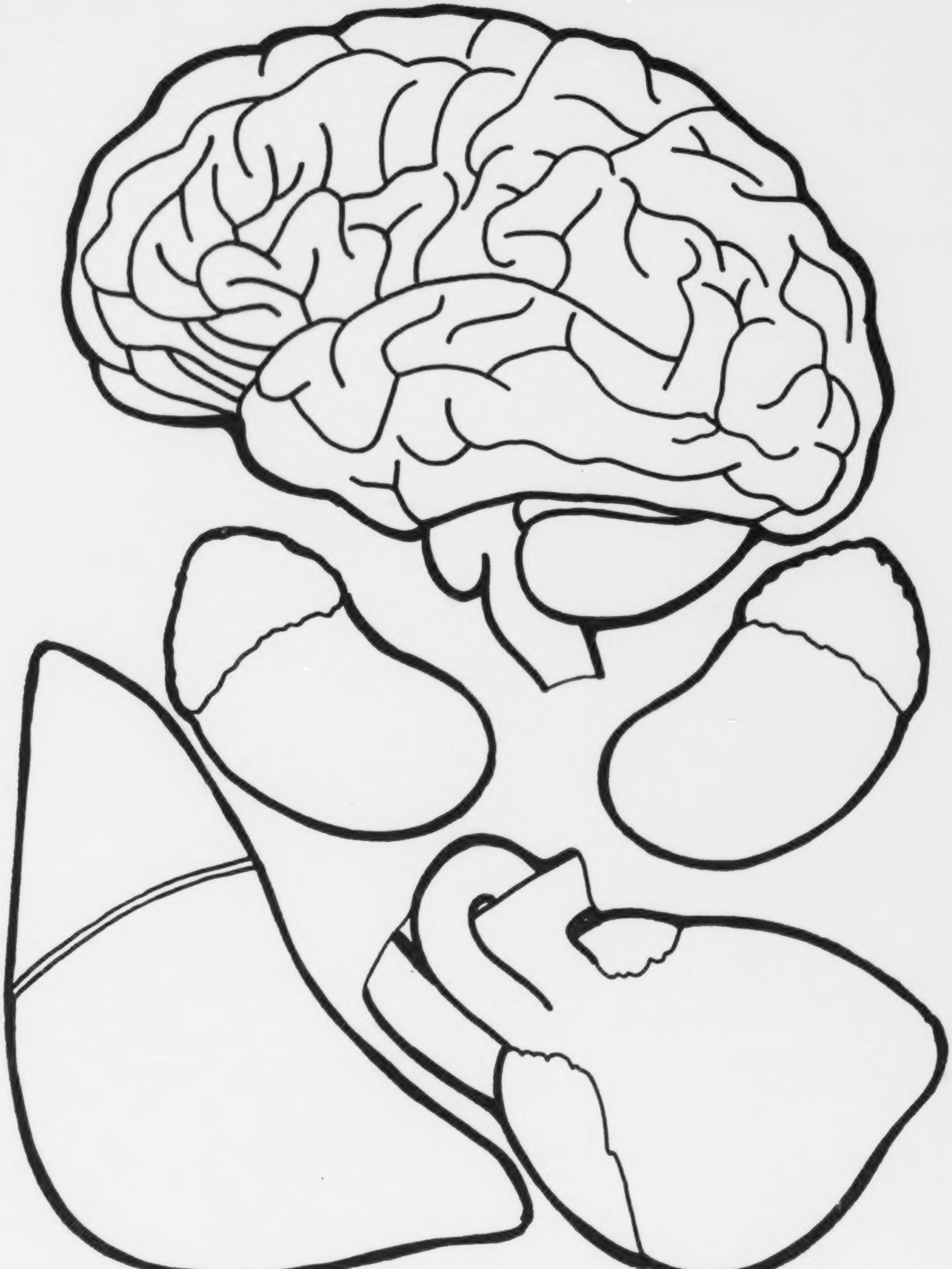
155



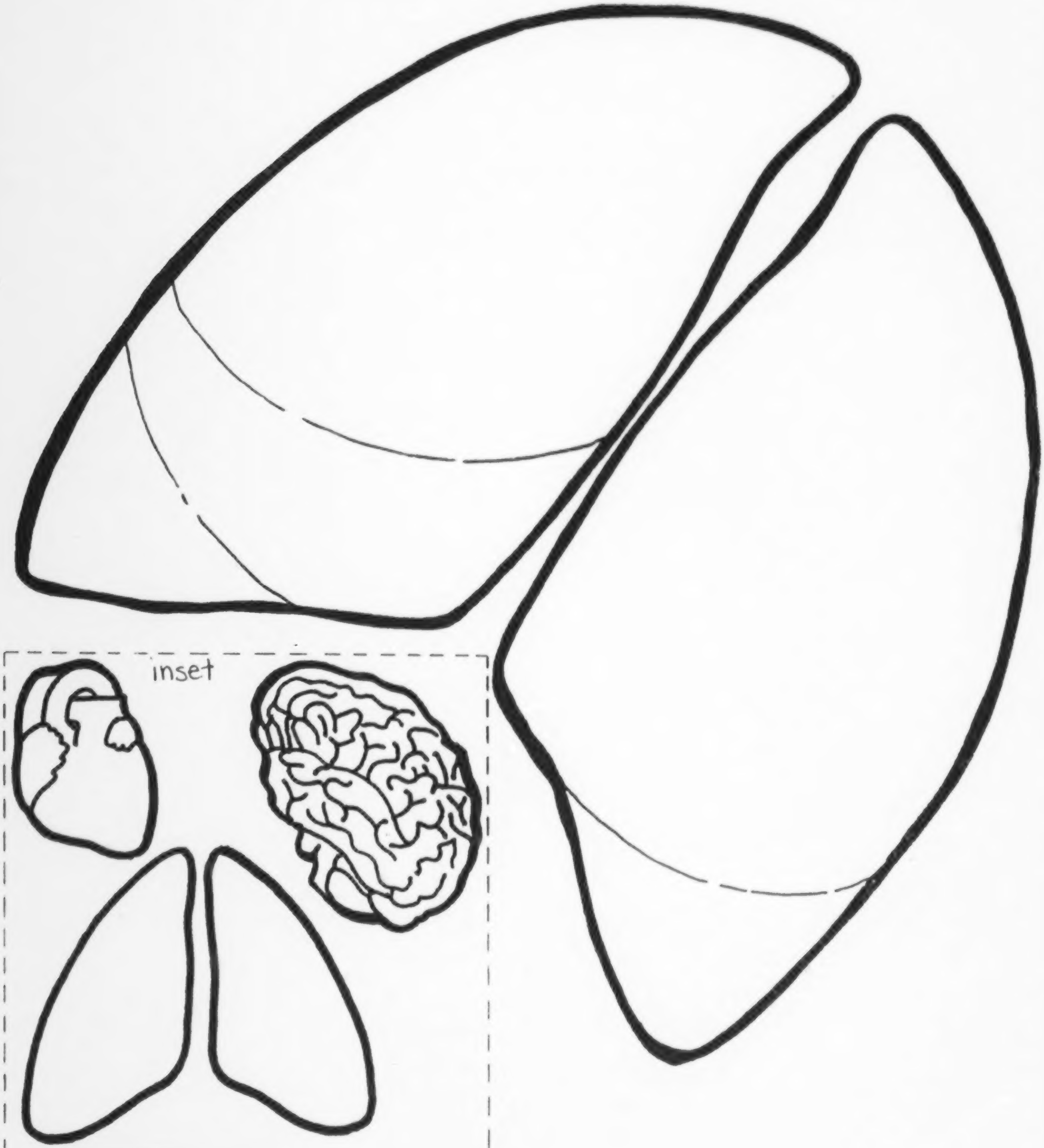
B342

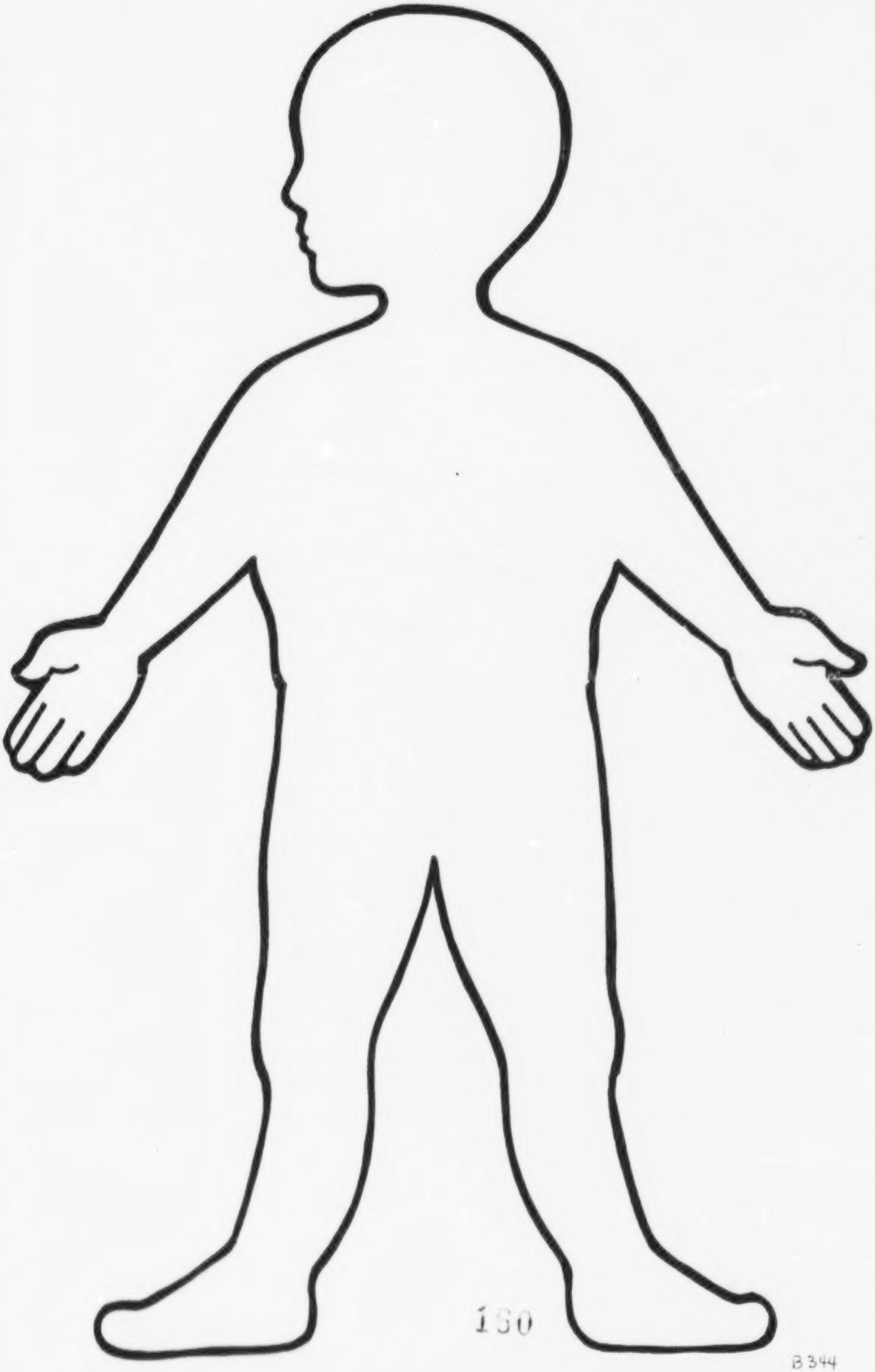


B342



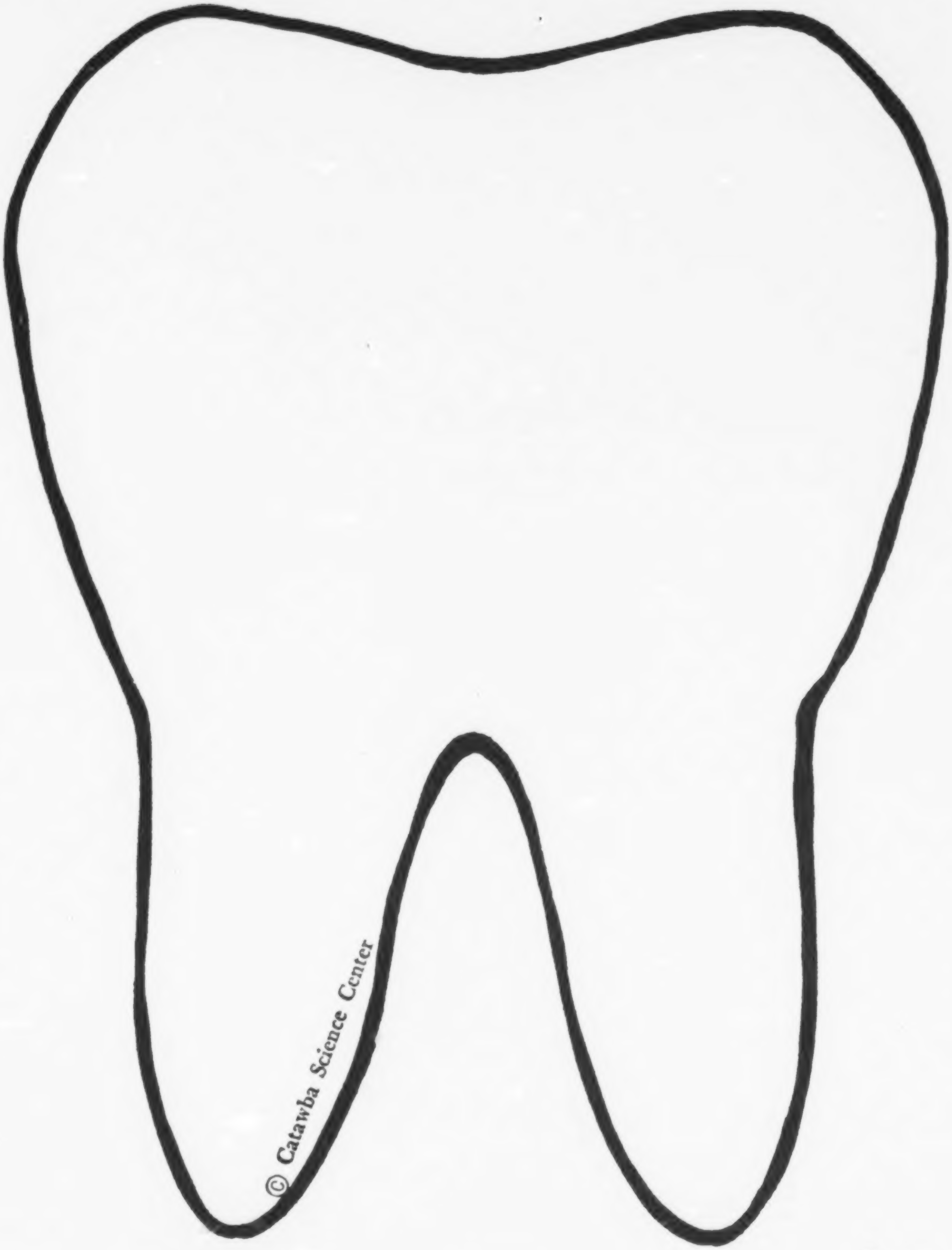
B 343

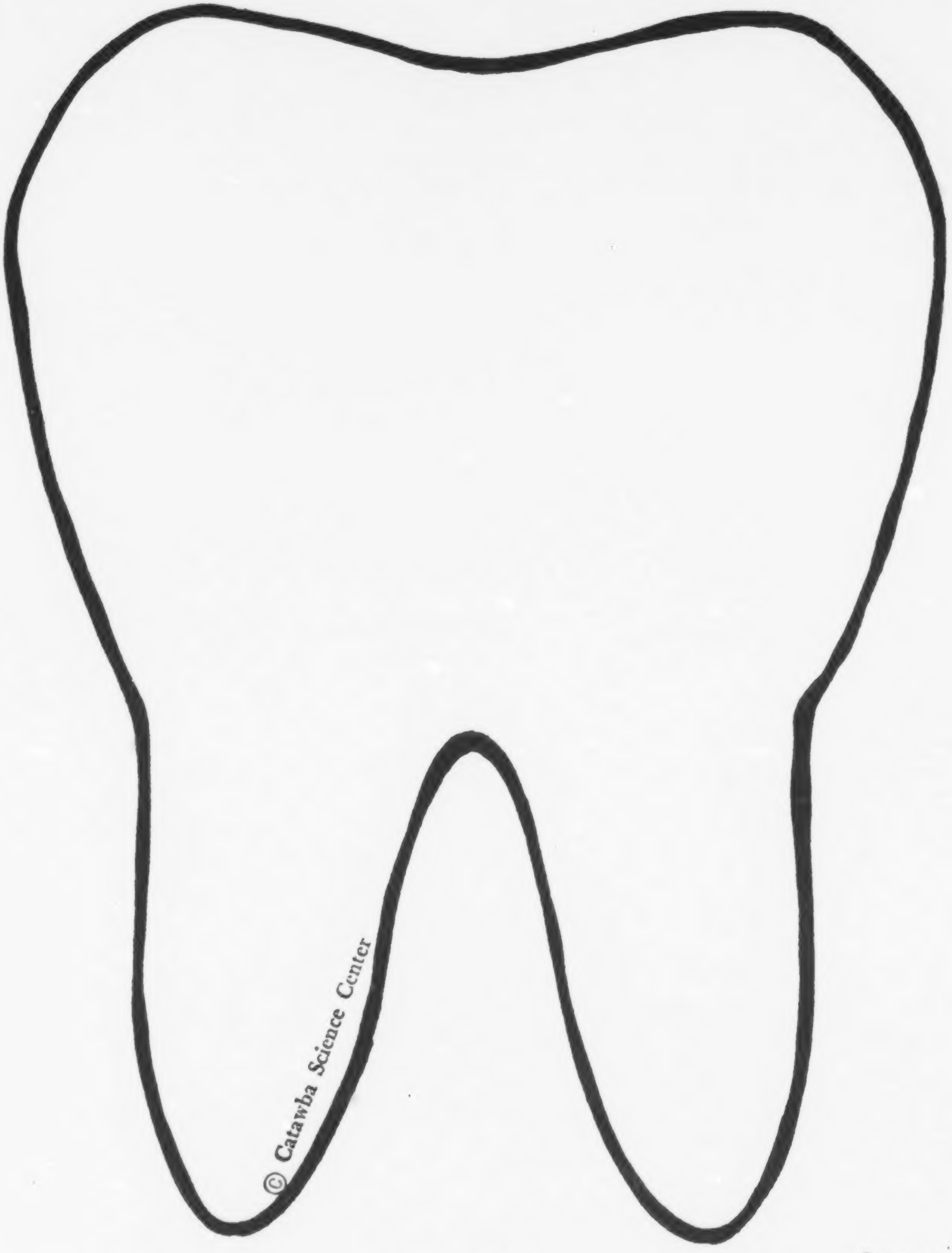

inset



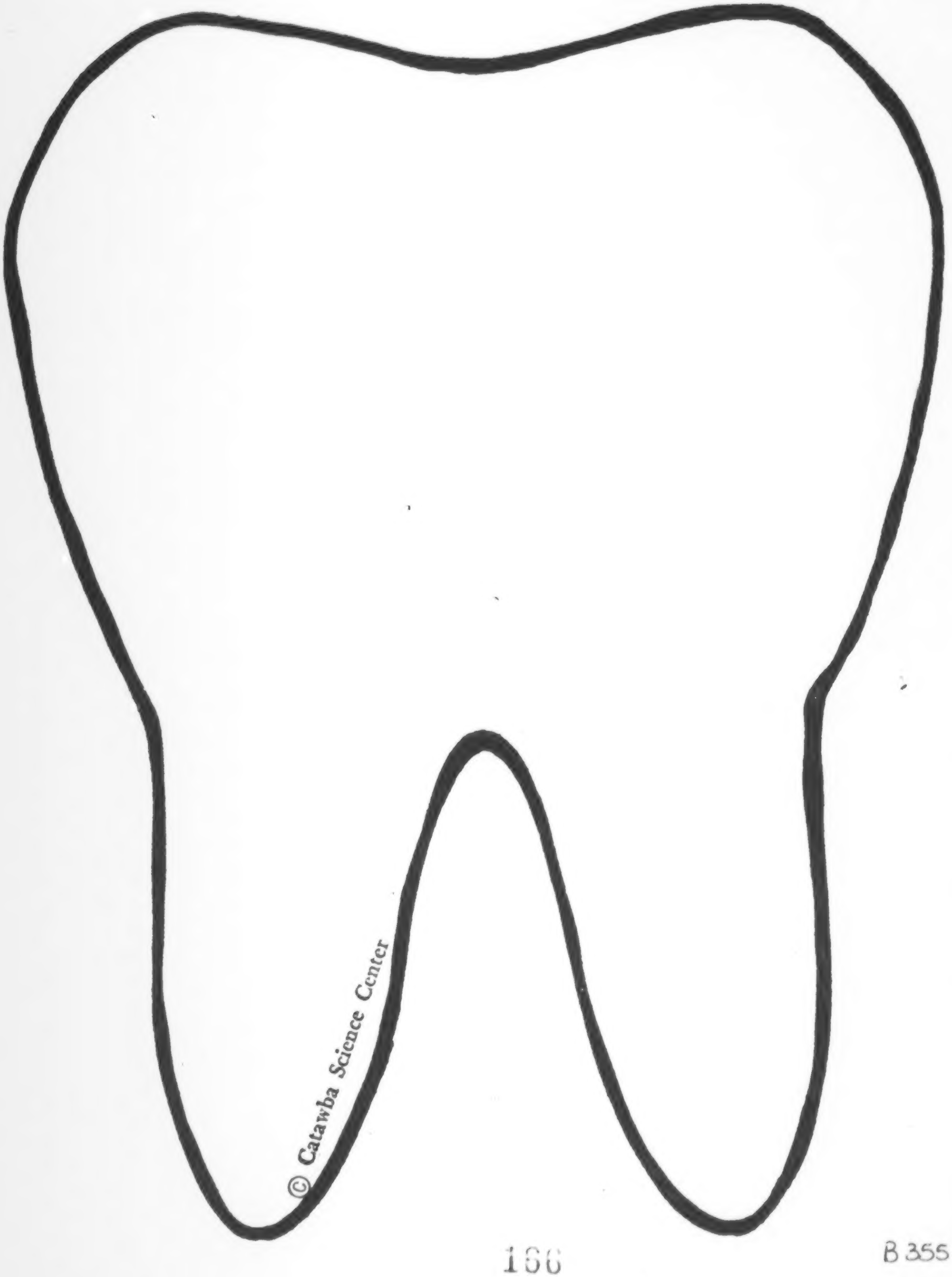
B 353

FLOSS

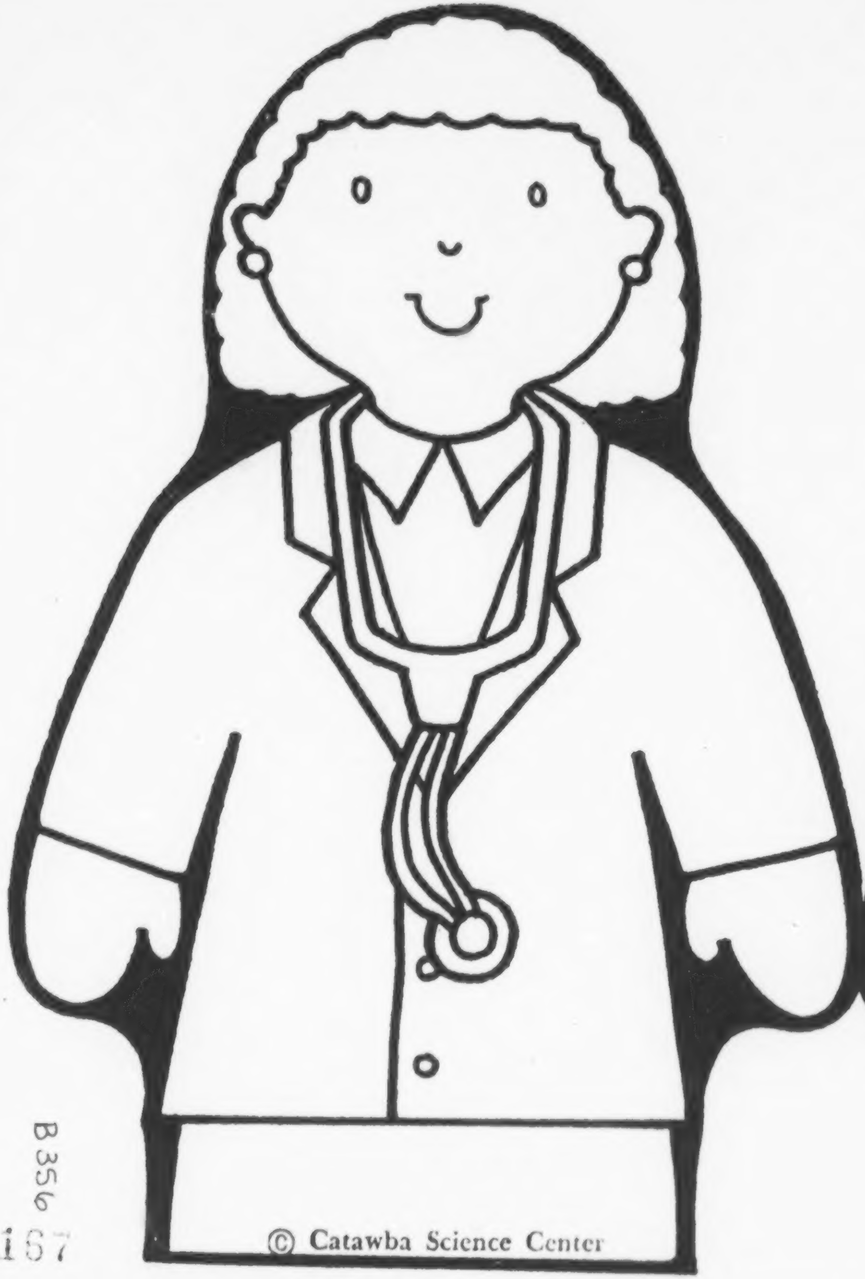

© Catawba Science Center


© Catawba Science Center

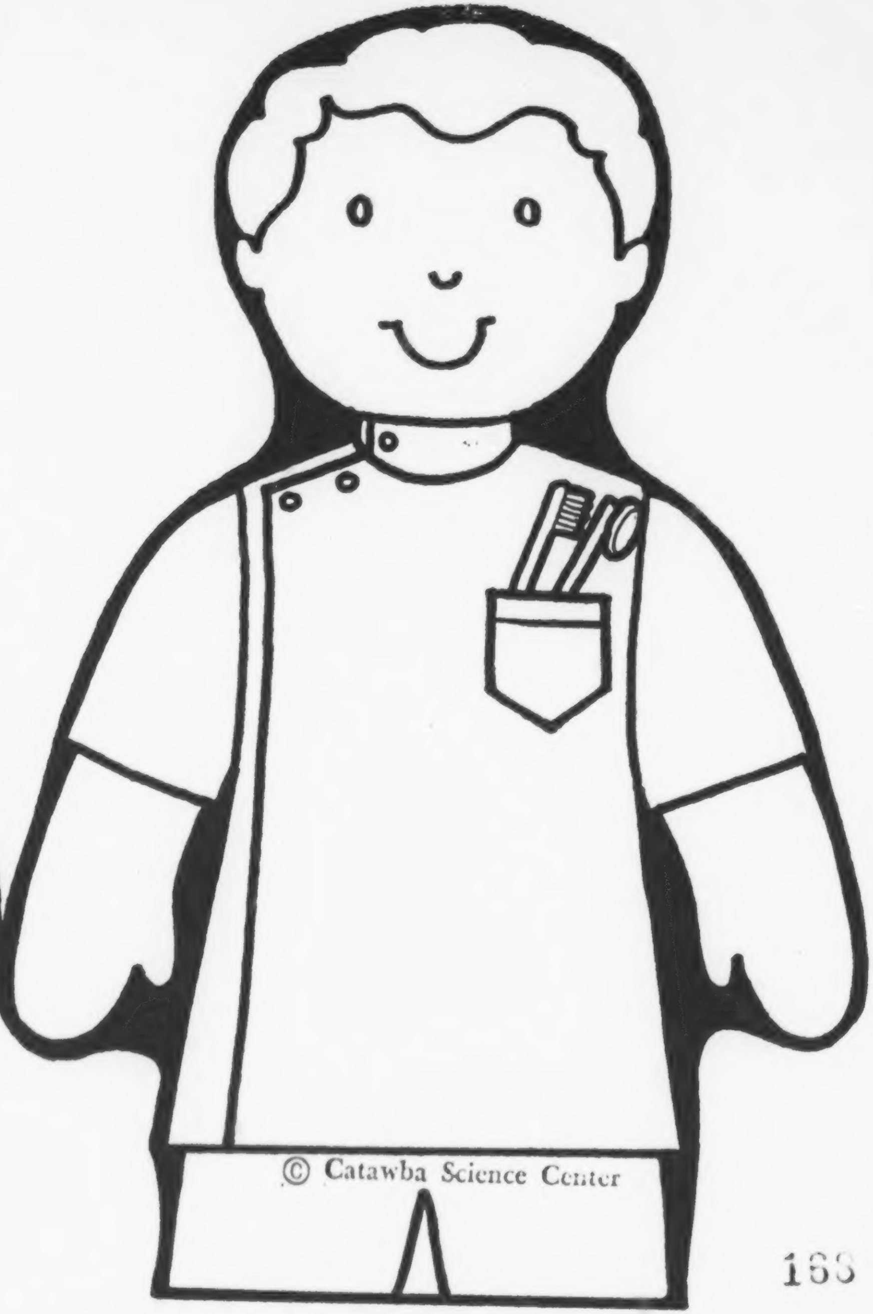
B 355



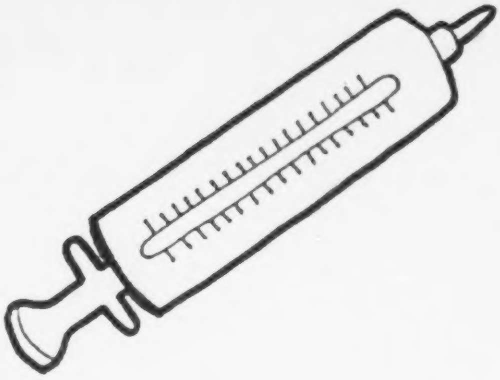
B356

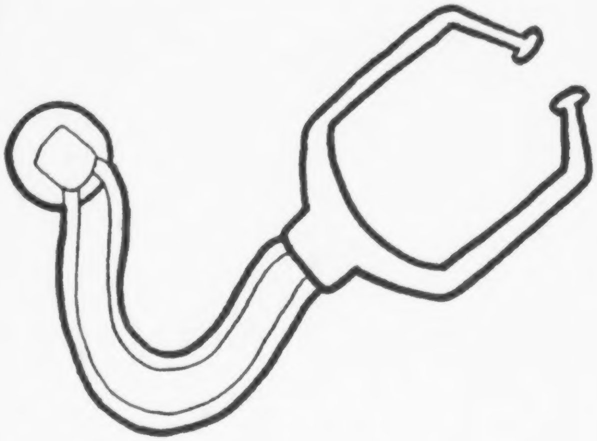


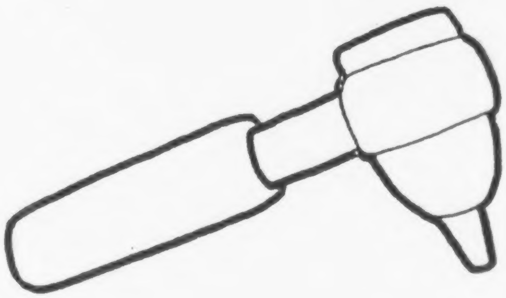
167

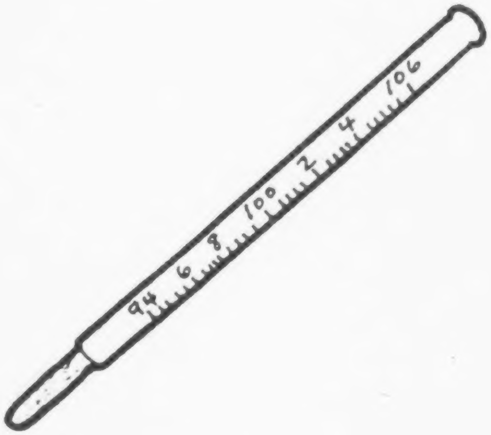


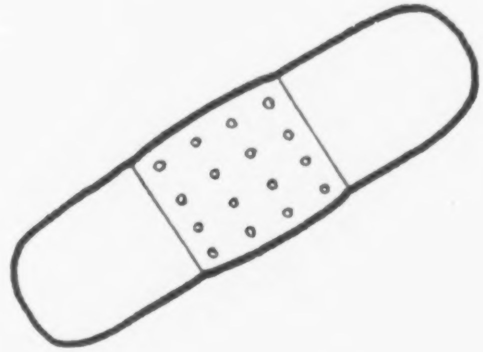
168

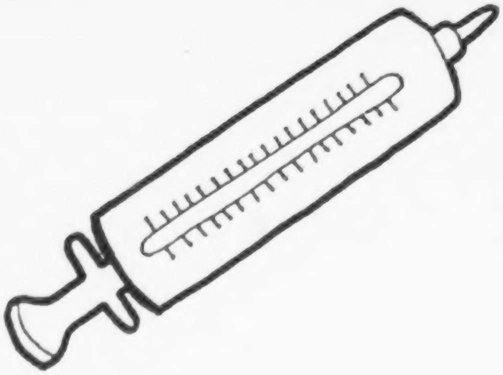


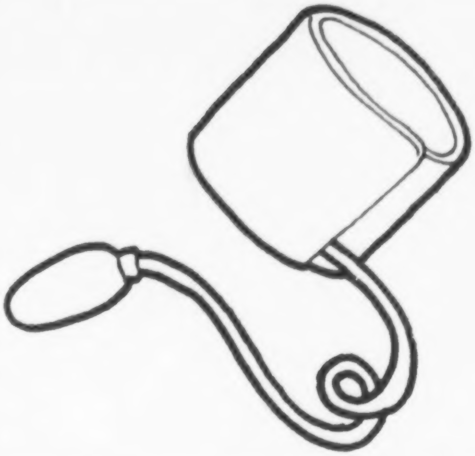


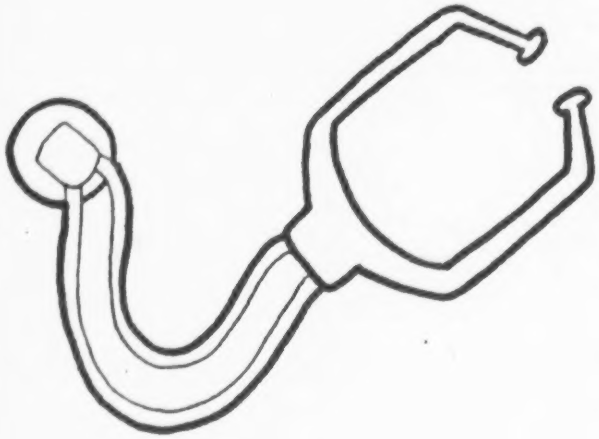


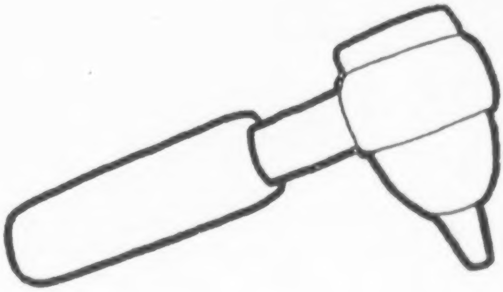

94
6
8
100
2
4
106

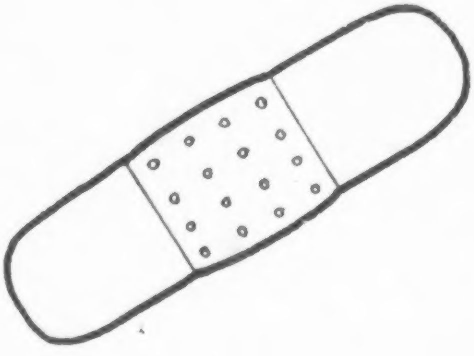




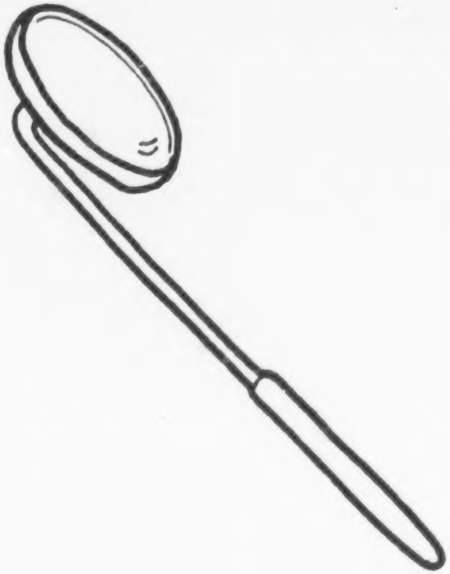




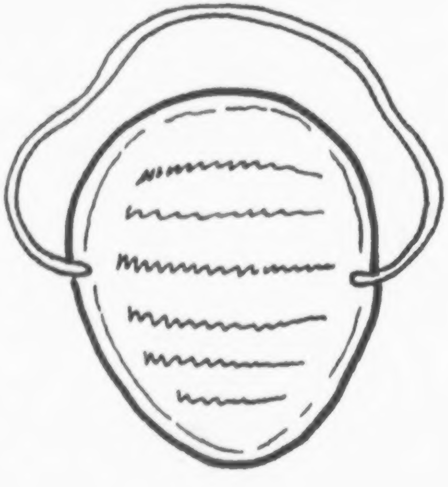


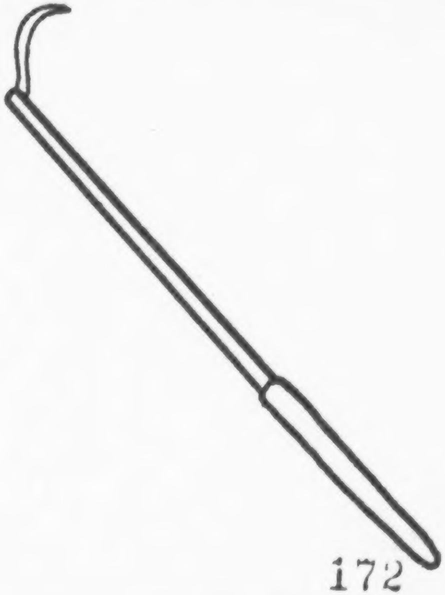


B 357



171

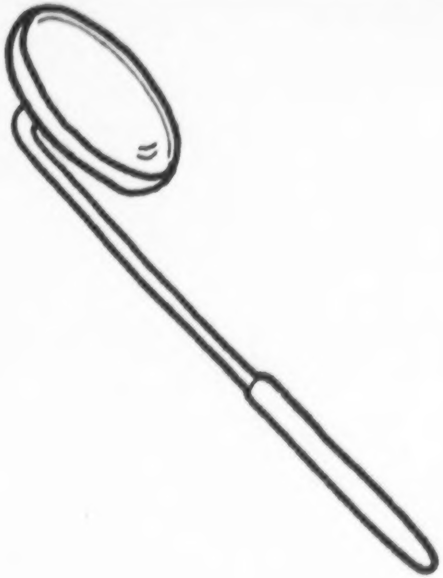


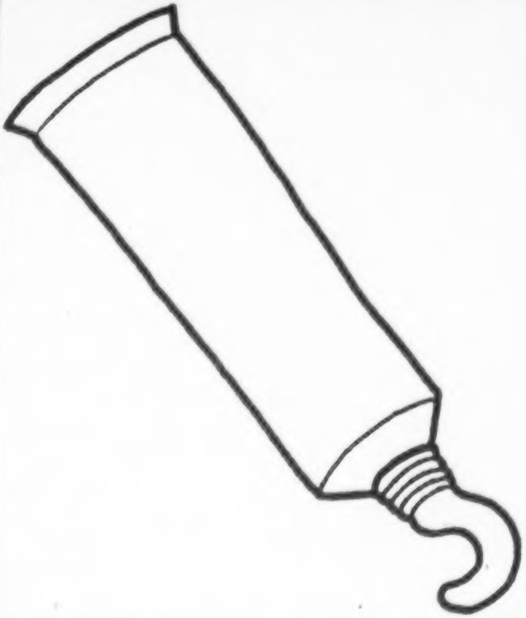


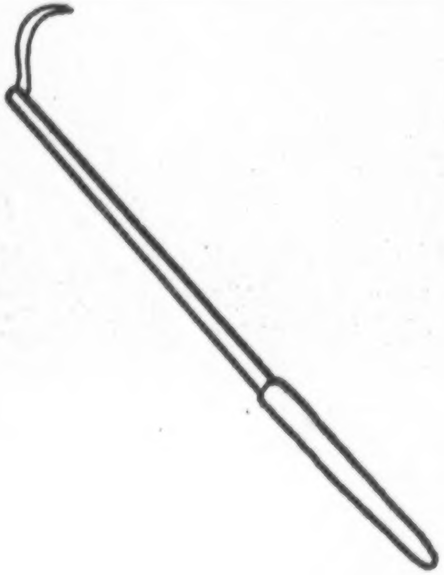
172

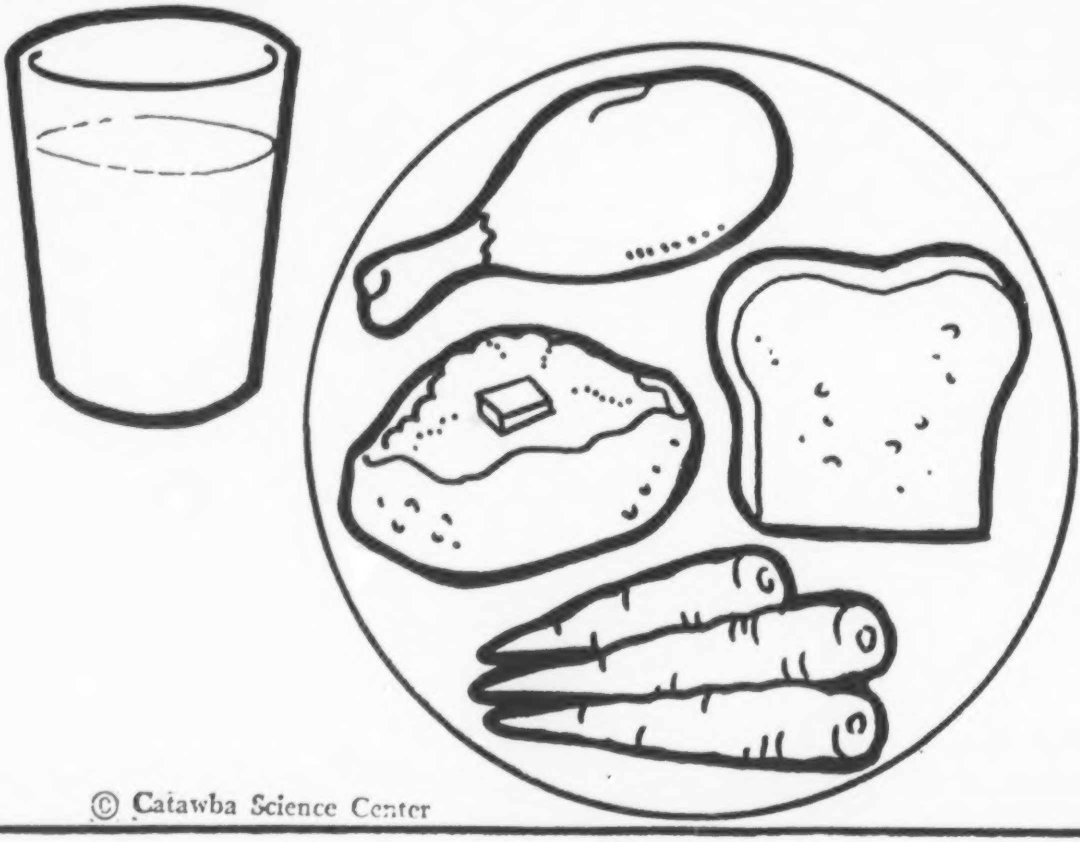
B 358

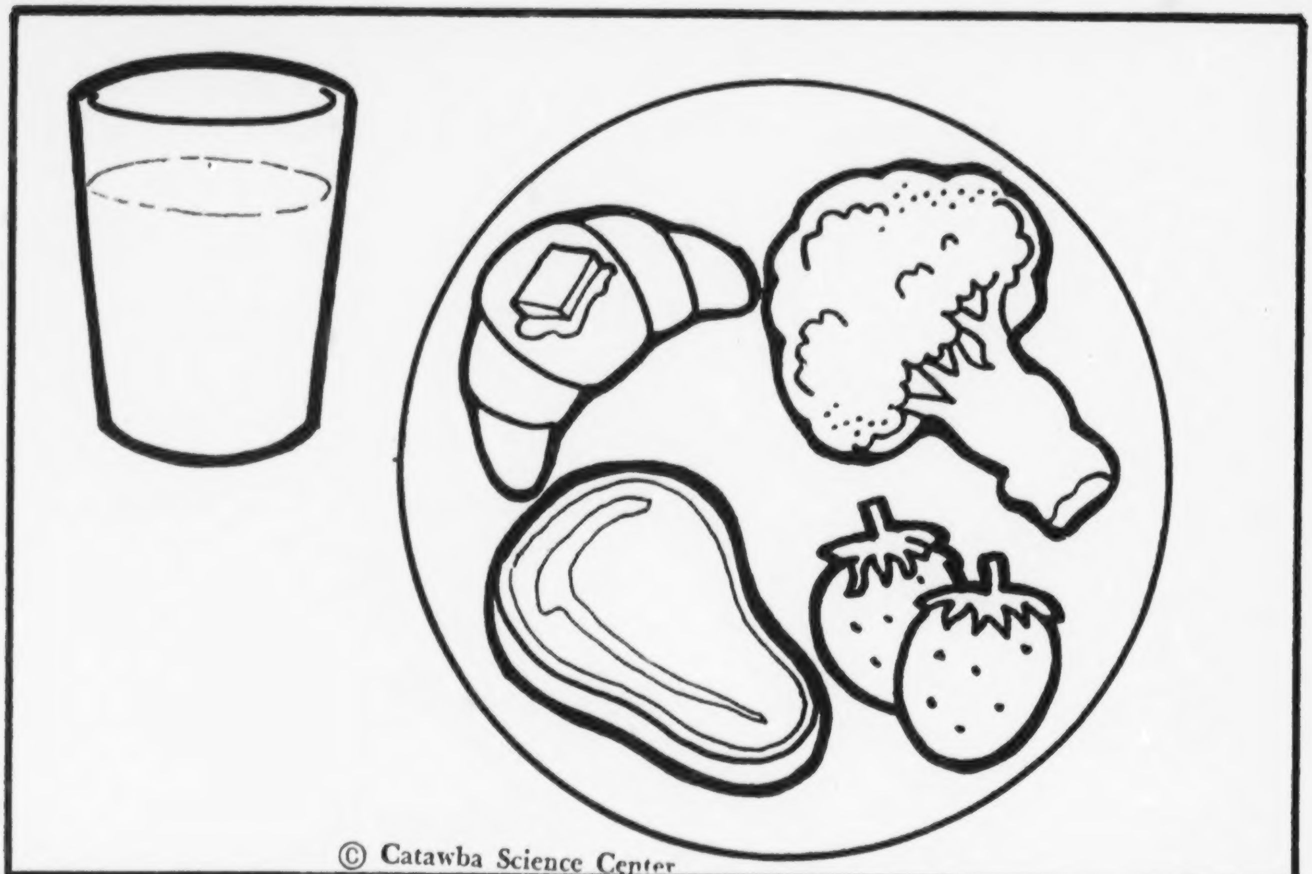
FLOSS



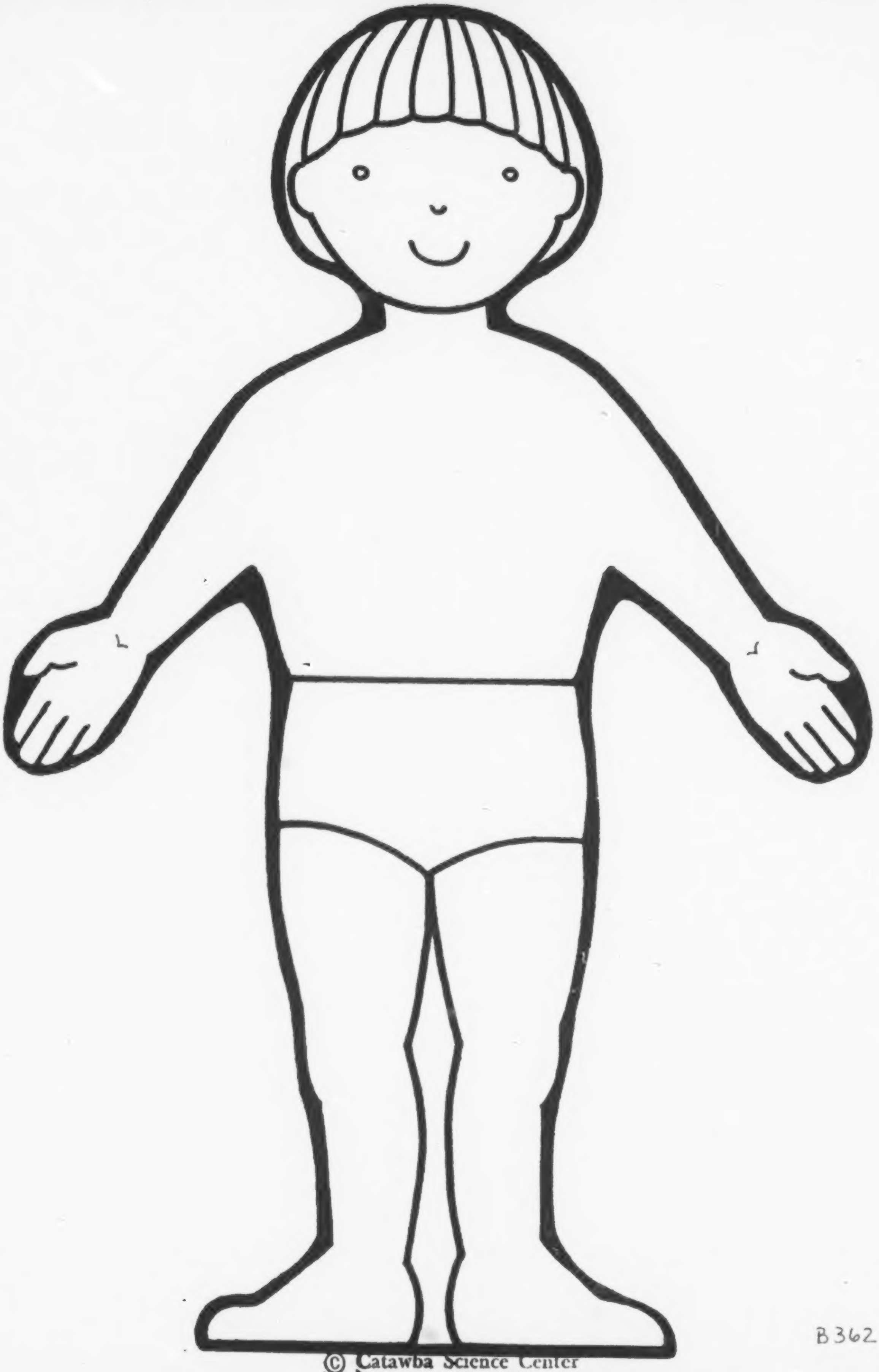




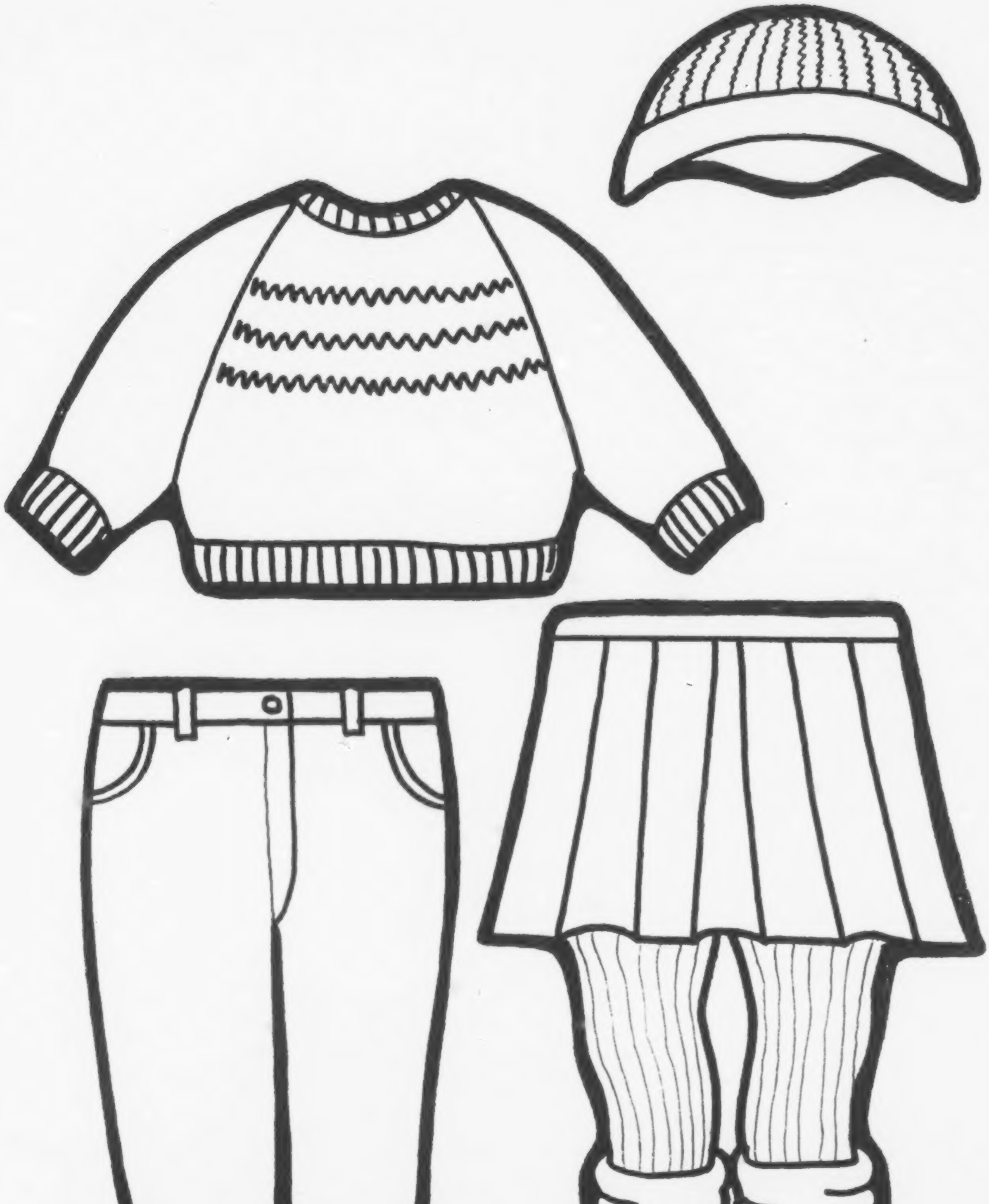


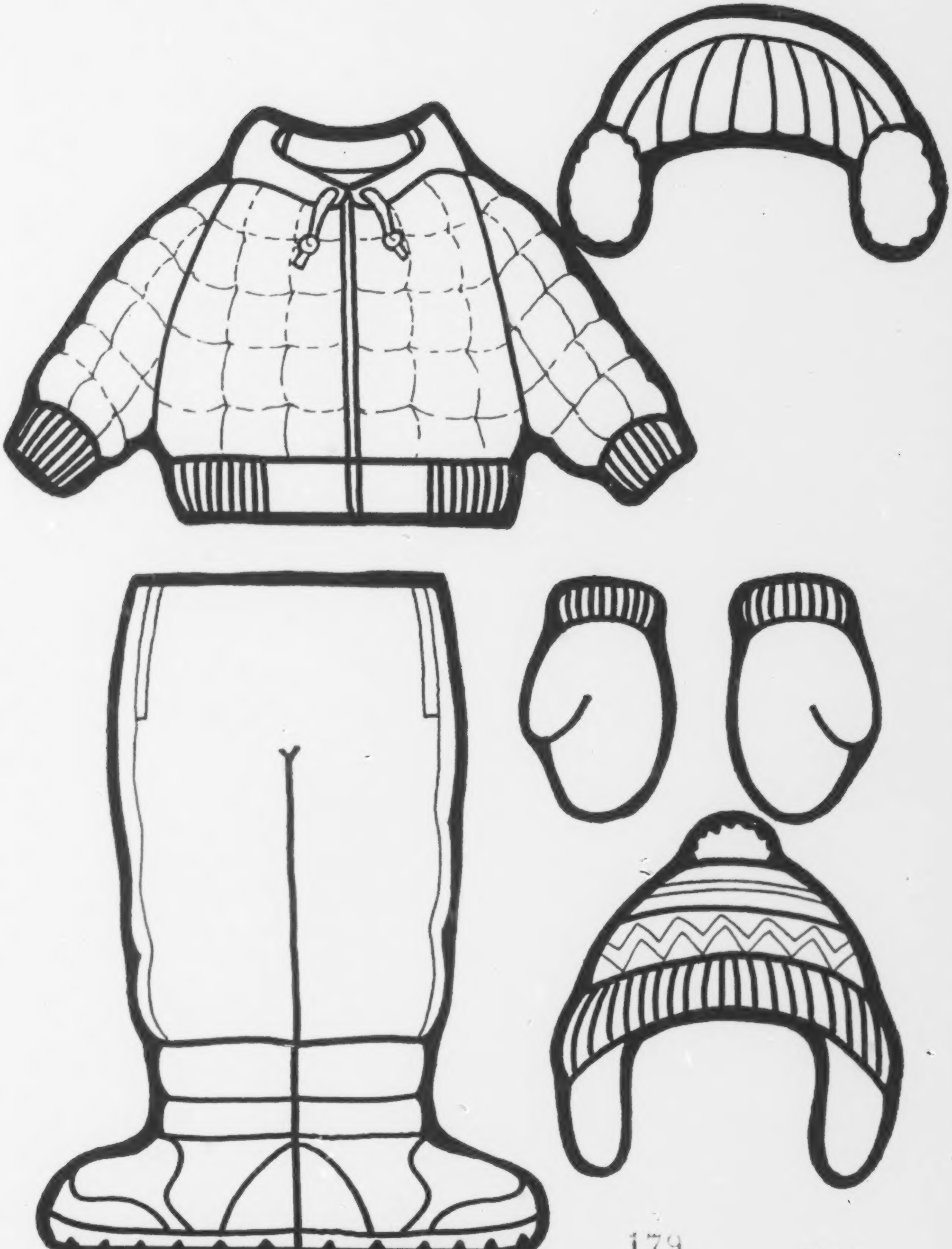


B 361



B362

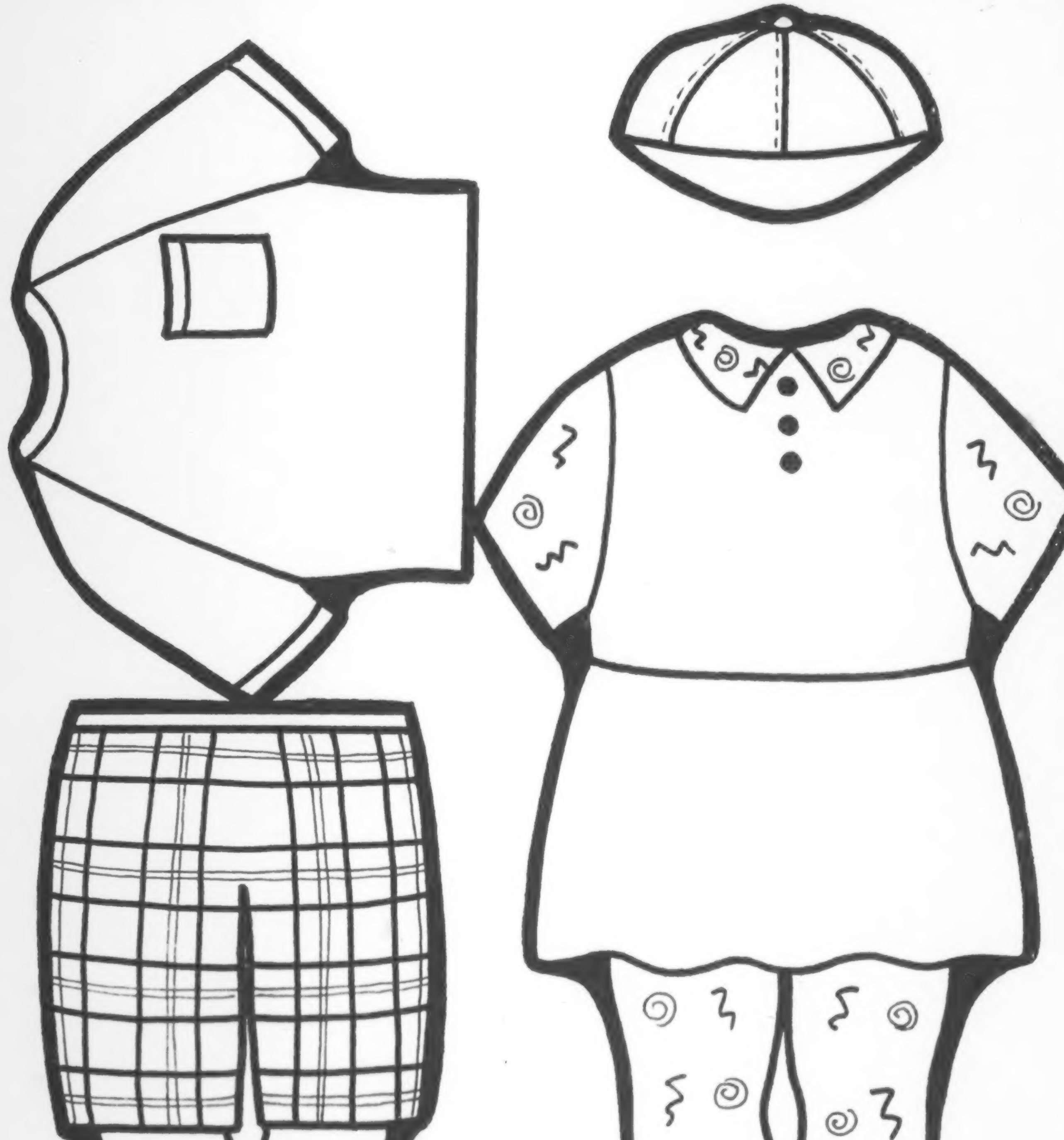




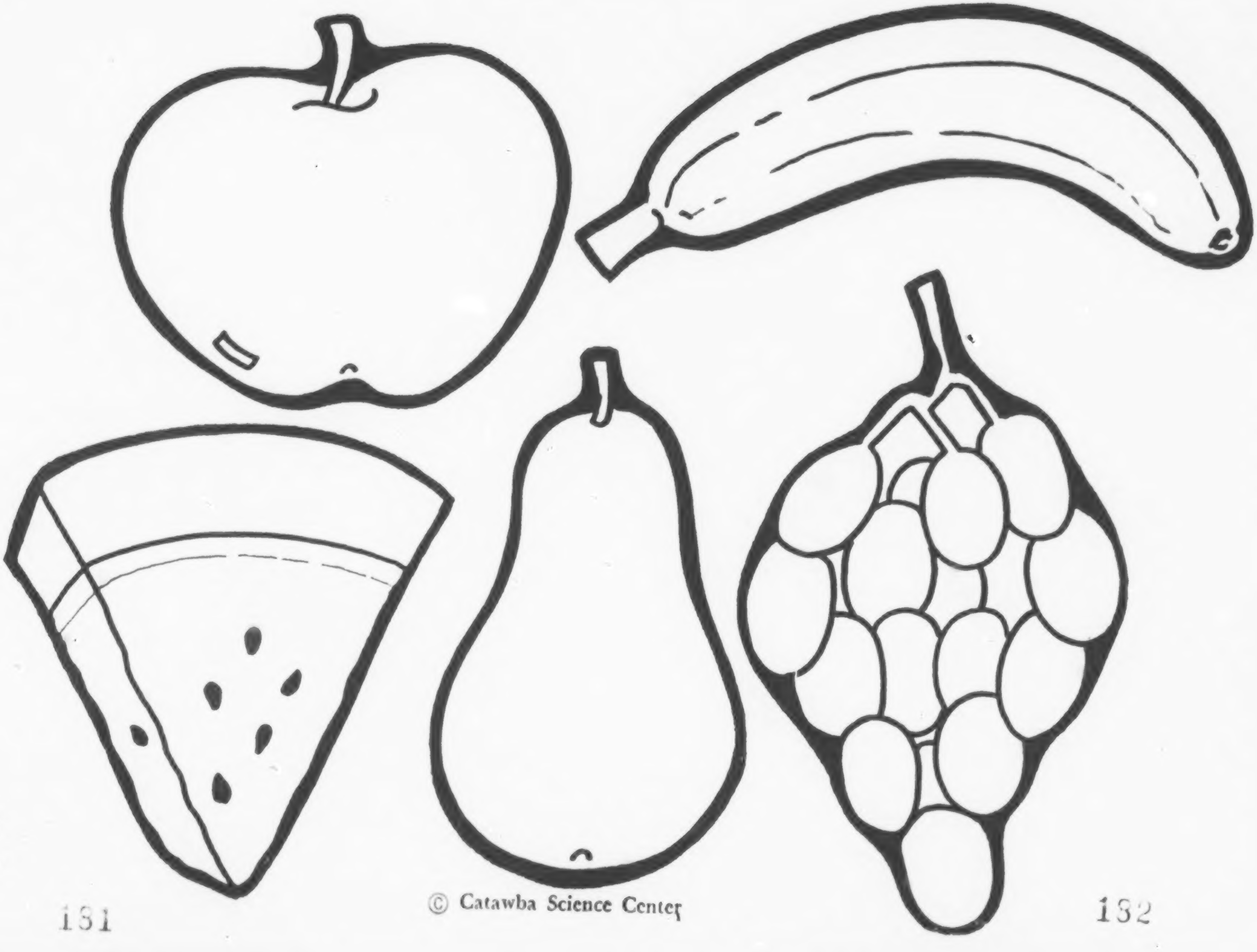
179

B 362

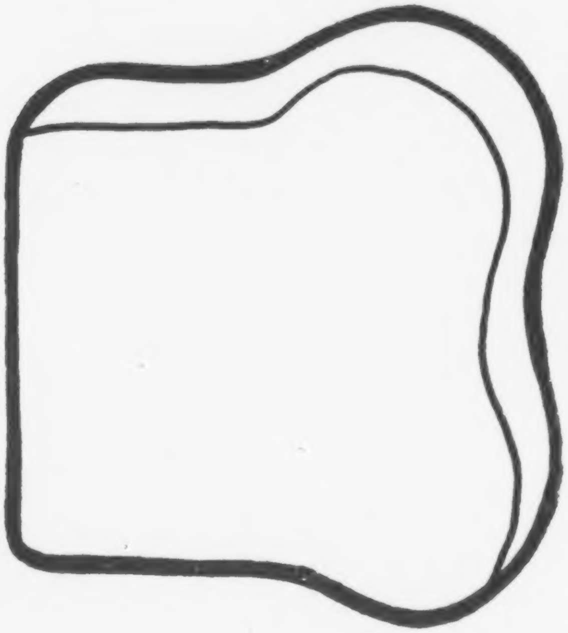
© Catawba Science Center

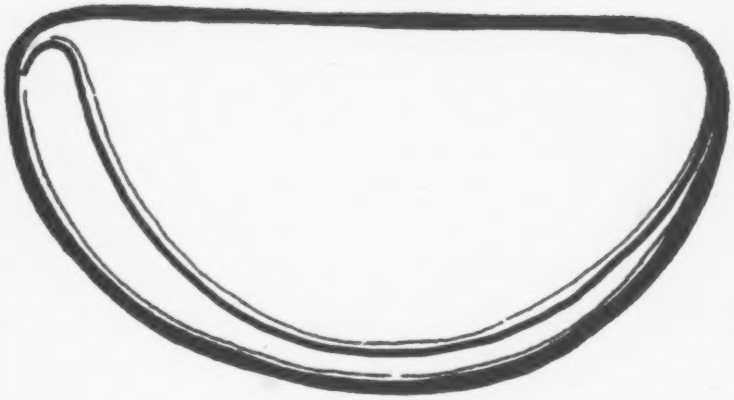


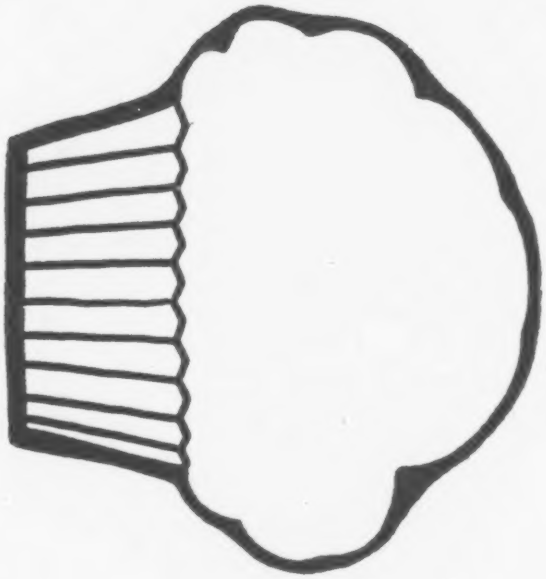
B 362

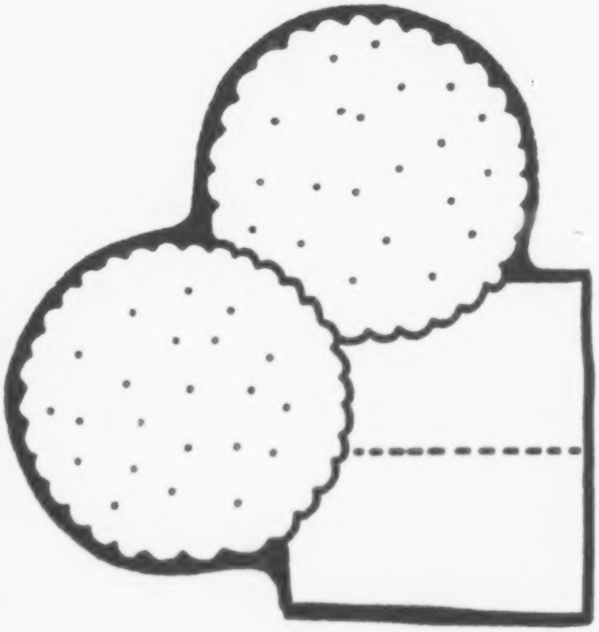


B363

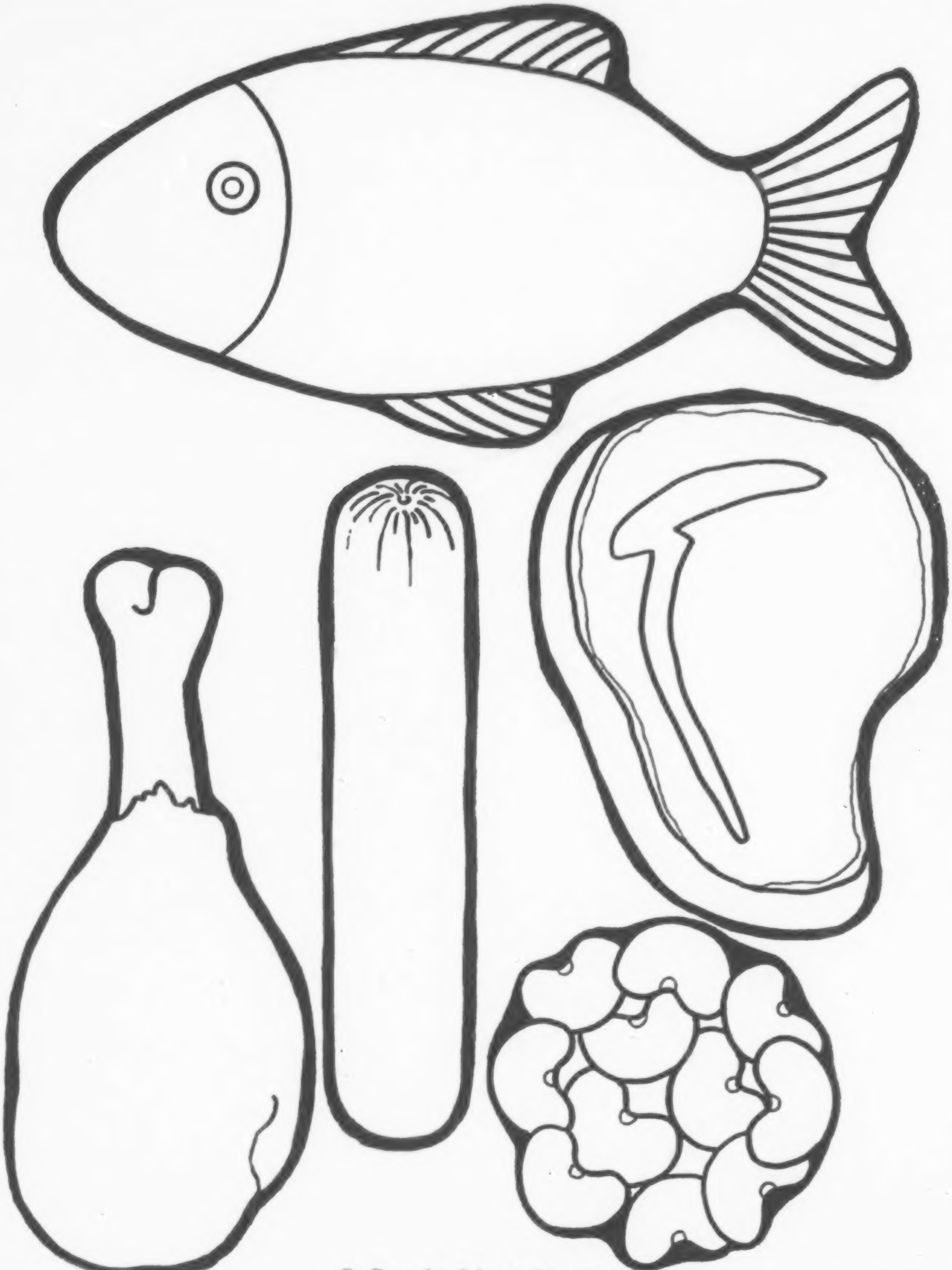




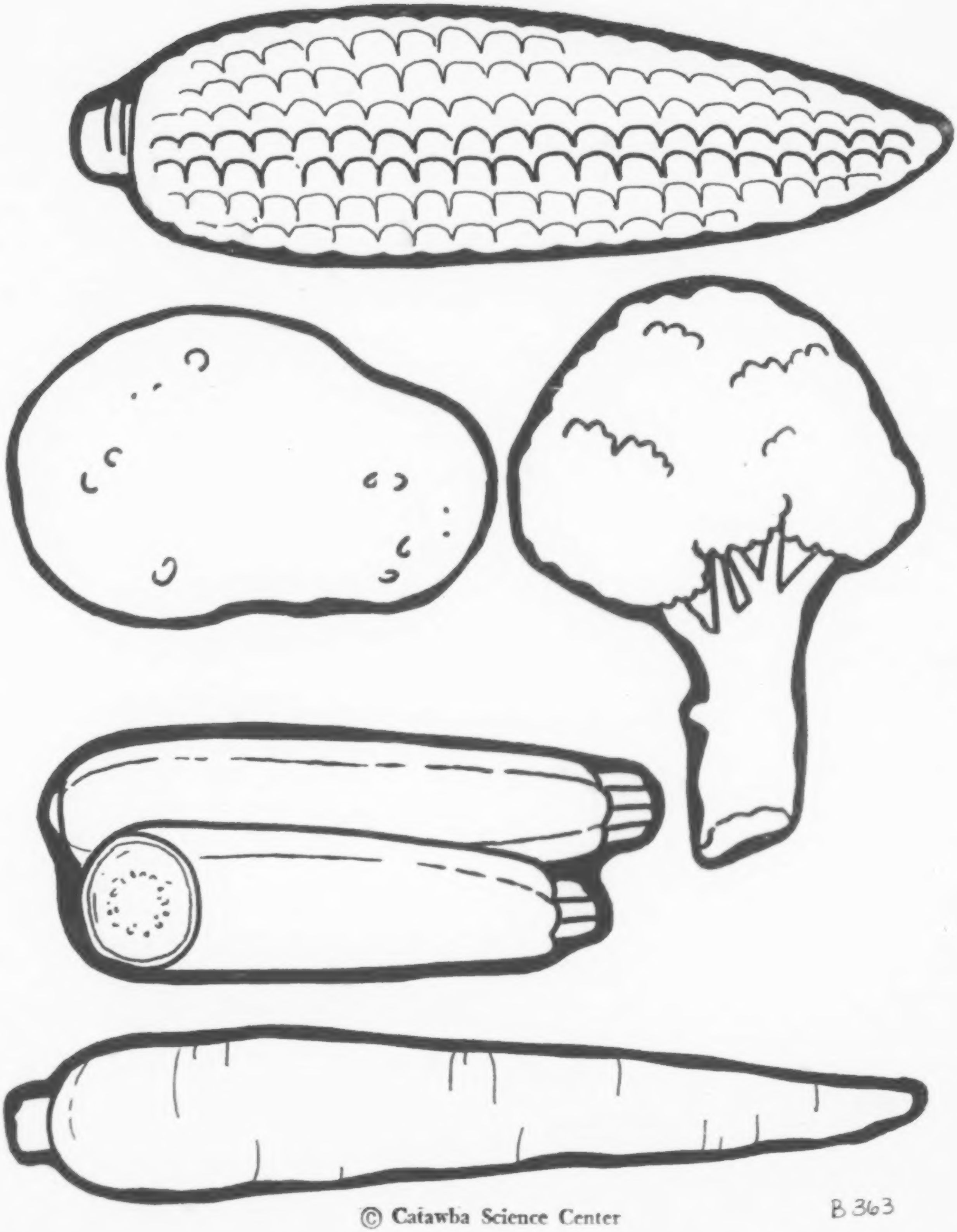




B363



B363



B 363

B 364

B 3164

My Body

Books and Fingerplays

Three-Year-Olds
Four-Year-Olds

THE BODY
BOOKS

Face talk, hand talk, body talk by Sue Castle

Babies' bodies by Sally Kilroy

Eyes, nose, fingers toes by Ruth Krauss

Outside and Inside You by Sandra Markle

This can lick a lollipop: body riddles for kids (English and Spanish) by Joel Rothman

My Body by Angela Royston

Bellybuttons are navels by Mark Schoen

A drop of blood by Paul Showers

You can't make a move without your muscles by Paul Showers

Your skin and mine by Paul Showers

Outside, in by Clare Smallman

The bare naked book by Kathy Stinson

Ears are for hearing by Paul Showers

Look at your eyes by Paul Showers

No measles, no mumps for me by Paul Showers

Hand, hand, fingers, thumb by Al Perkins

The Ear book by Al Perkins

The Nose Book by Al Perkins

What your nose knows! by Jane Belk Moncure

The skeleton inside you by Phillip Balestrino

A book about your skeleton by Ruth Belov Gross

Skeletons! Skeletons! by Katy Hall

Who keeps us healthy? by Caroline Arnold

The Berenstain bears go to the doctor by Stan and Jan Berenstain

The Berenstain bears go to the dentist by Stan and Jan Berenstain

A shot for Baby Bear by Dorothy Corey

Doctor and nurses by Carla Greene

My friend the doctor by Jane Werner Watson

My friend the dentist by Jane Werner Watson

When I see my dentist by Susan Kucklin

When I see my doctor by Susan Kucklin

A trip to the dentist by Margot Linn

Curious George goes to the dentist

Curious George goes to the hospital

Germs make me sick! by Melvin Berger

Ouch! a book about cuts, scratches and scrapes by Melvin Berger

Why I cough, sneeze, shiver, hiccup and yawn by Melvin Berger

Look at teeth by Henry Pluckrose

My Body
Songs and Fingerplays
Resources

Finger Frolics by Liz Cromwell and Dixie Hibner, 1976

- My Fingers
- This is the Way We... (wash hands, comb hair, brush teeth...)
- Head and Shoulders
- I Wiggle
- Ten Little Fingers
- Me

More Piggy Back Songs by Jean Warren, 1984

- Wash, Wash, Wash Your Hands
- Naming the Parts of the Body
- This is the Way... (feel muscles, use our lungs, feel heart)
- The Shape-Up Song
- Snack Song
- I Brush My Teeth
- Finger Song
- Manners

Piggy Back Songs by Jean Warren, 1984

- To the Hospital
- Health Song

Ring A Ring O' Roses, Flint Public Library, Flint, MI, Revised 1977

- Here Are My Ears
- Doctor Day

Rhymes For Learning Times, by Louise Binder Scott

- My Hinges
- Parts of the Body
- The Dentist

Finger Frolics, Revised, by Liz Cromwell, Dixie Hibner, John R. Faltel, 1976

- Ready to Listen
- Getting Dressed
- Caring For an Abrasion
- Dirty Hands
- Brushing Teeth

PRESCHOOL MATERIALS NEEDED

MY BODY

(3-Year-Olds)

SESSION 3 - 1

- Here Are My Hands (book)
- Children of the World (floor puzzle)
- Zaadi Doll
- Body Parts rubber stamps
- Naming Body Parts Picture Cards (2 sets)
- Hand-in-Hand game
- Face Flannel Board set
- Assorted body parts puzzles
- People Builders
- Photo Body Parts Cards
- Assortment of books on body parts

SESSION 3 - 2

- "Shake Something" from Getting to Know Myself by Hap Palmer
- Photo Action Cards
- Body Parts in Motion Cards (2 sets)
- Body parts sorting game
- Body positions puzzle
- Body sponges (showing movement)
- Paint
- Pie tins
- Stencils of children in motion/paper/pencils
- Assorted body parts puzzles (from Session 3-1)
- Assortment of books on body parts and what they do
- Zaadi Doll (from session 3 - 1)

SESSION 3 - 3

- What's Inside You? (book)
- Child-size skeleton
- Real animal skeletons
- Back supports
- Dinosaur see-inside puzzles
- Ziti Noodles
- Tan yarn (cut into 8" - 12" lengths; 1 per child)
- The Skeleton Inside You (book)
- Eyewitness Skeleton (book)
- Body Parts in Motion Cards (from session 3-2)
- Zaadi Doll (from session 3-1)
- Body Positions puzzle (from Session 3-2)
- Assortment of books on skeletons, inside body parts

SESSION 3 - 4

- What's Inside You (book from session 3-2)
- Anatomy aprons
- Felt inside body parts
- Felt body outline
- Skeleton for flannel board (felt or use patterns provided)
- Body Part puzzles (from session 3-1)
- Zaadi Doll (from session 3-1)
- Assortment of books on inside body parts
- Outside and Inside You (book)

SESSION 3 - 5

- My Doctor (book)
- Doctor and dentist tools (or pictures of the tools)
- Doctor, Dentist, Nurse Puppets
- Doctor, Dentist, Nurse puzzles
- Role-play doctor and nurse outfits
- Doctor kits
- Community Helpers Lotto game
- Community Helpers Flash Cards (2 sets)
- When I See My Dentist (book)
- Assorted books about going to the doctor and dentist
- Zaadi Doll (from session 3-1)

SESSION 3 - 6

- Winter clothes for Zaadi
- Lakeshore Good Habits puzzles
- Dress for the Weather Flannel Set
- Make-a-Meal Puzzle set
- Large teeth model with brush
- Assortment of books on staying healthy
- Large pictures of healthy habits
- Zaadi Doll (from session 3-1)
- Magnetic Healthy foods

SUGGESTED VENDORS LIST FOR MATERIALS

CALL THE NUMBER LISTED AND REQUEST A CATALOG

ABC SCHOOL SUPPLY	800-669-4222
ACE HARDWARE	(LOCAL NUMBER)
ANATOMICAL CHARTS	800-621-7500
BACK TO BASICS TOYS	800-356-5360
BUY THE BOOK	704-328-2814
CAROLINA BIOLOGICAL SUPPLY	800-334-5551
CHILDCRAFT	800-631-5652
CHIME TIME	800-477-5075
CONSTRUCTIVE PLAYTHINGS	800-448-4115
CREATIVE LEARNING	704-324-1498
CRESTWOOD COMPANY	414-352-5678
DELTA EDUCATIONAL	800-442-5444
DINO PRODUCTIONS	303-741-1587
DISCOUNT SCHOOL SUPPLIES	800-627-2829
EDMUND SCIENTIFIC	609-573-6250
ENVIRONMENTS	800-342-4453
FAO SCHWARTZ	800-426-TOYS
FOLKMANIS	510-658-7677
KAPLAN	800-334-2014
LAKESHORE	800-421-5354

MCMILLAN PUBLISHING	800-428-5331
MICHAELS ARTS AND CRAFTS	(LOCAL NUMBER)
MUSEUM PRODUCTS	800-395-5400
NATURE COMPANY	800-227-1114
NEWBRIDGE PUBLISHING	800-867-0307
RADIO SHACK	(LOCAL NUMBER)
SAFARI	800-554-5414
SAM'S CLUB	(LOCAL NUMBER)
SCIENCE AND NATURE	800-345-3555
TOYS R US	(LOCAL NUMBER)
WALMART	(LOCAL NUMBER)
WORLD BOOK	800-659-0165
YOUNG EXPLORERS	800-239-7577